



THE TEXAS A&M UNIVERSITY SYSTEM

Michael D. McKinney, MD
Chancellor

June 29, 2007

Dr. Keith McFarland
President
Texas A&M University-Commerce
P.O. Box 3011
Commerce, Texas 75429-3011

Dear Dr. McFarland:

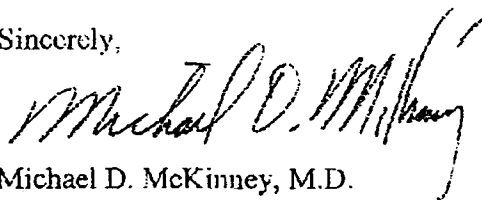
Now that the Legislative Session is behind us and I am more than halfway through my first year as Chancellor, I am seeking your input on my annual evaluation of your performance. I see this process as a collaborative opportunity to review past achievements, evaluate the challenges that you face, set new goals and objectives, and develop new ideas on how we can continue progress toward excellence in education, research and service for the state of Texas.

Review for accuracy the attached "Presidential Evaluation Measures" form for your institution. Fill in any shaded areas for which we did not have data available. In addition, please answer the following questions:

1. What are your major accomplishments for the past year? (Attach supporting data as deemed appropriate.)
2. What goals and projects were not addressed, are incomplete, or have suboptimal results?
3. What barriers do you regularly encounter that prevent you from achieving your institutional goals?
4. As a manager, how would you rate yourself in the way you have nurtured and developed your administration and staff? Please include examples and identify any strengths or weaknesses.

Please send your responses to Janet Smalley at janetsmalley@tamu.edu by Friday, July 20th. After I have reviewed them, we will schedule a face to face meeting to discuss. It is my intent that in the future, the compacts that are being developed in the Strategic Planning process will be used for evaluations.

Sincerely,



Michael D. McKinney, M.D.

slp
Attachment



July 16, 2007

Dr. Michael D. McKinney, Chancellor
The Texas A&M University-System
200 Technology Way, Suite 2043
College Station, TX 77845-3424

Dear Dr. McKinney:

In response to your June 29, 2007, letter regarding input for my annual performance evaluation, I have attached four documents that should be helpful in the performance review process: (1) response to the four questions in your letter, (2) the Presidential Evaluation Measures form with corrections, (3) the A&M-Commerce Strategic Plan 2007-2012, and (4) my charge to the Planning Implementation Team.

Please note that I have based my response to your questions on data from FY 2006, since that is the most current year for certified data.

Should you need further information, please let me know.

Sincerely,

A handwritten signature in black ink that reads "Keith D. McFarland".

Keith D. McFarland, Ph.D.
President

mkl

Attachments

Texas A&M University-Commerce
Keith D. McFarland, Ph.D.
2005-2006

I. What are your major accomplishments for the past year? (Attach supporting data as deemed appropriate.)

- **Increased number of graduates.** Overall, graduates increased by 7% to 2,206, which was the highest in twenty-eight years. Blacks increased 22% to 322 and Hispanics 4% to 123. Doctoral graduates increased by 26% to 43.
- **Increased enrollment.** Overall enrollment of 8,677 for fall 2005 was the highest in twenty-five years. Blacks increased by 1% to 1,538 and Hispanics by 15% to 593.
- **Continued to be a leader in public teacher production.** Of more than eighty private and public colleges and universities certifying teachers and administrators, A&M-Commerce was the 3rd highest (738) in initial teacher production and 2nd only to A&M College Station in the System. During this period, 227 “teachers of record” were placed at TEA accredited schools through the Alternative Teacher Certification program—the highest in the System. Superintendent and principal certification was granted to 21 and 209 respectively, placing the university near the highest level in the state.
- **Continued as the most diverse student body in the System and one of the most diverse in the state with 68% white, 18% Black, 7% Hispanic, and 3% Asian/Native American.**
- **Continued to strengthen academic programs.**
 - Completed a 38-acre project along Highway 50, with 20 acres of wetlands and a prairie restoration site of 18 acres for research and demonstration projects connected to the Wildlife and Conservation Science program.
 - Added B.S. in Human Performance.
 - Deleted three programs (BA French, MS Journalism, MS Music Teacher Pedagogy).
- **Made strides in technology.**
 - New student information system (Banner) installation completed and implementation started.
 - eCollege instructional platform, made available to all faculty.
- **Increased external gifts/funding.**
 - Gifts to the university increased 119% to \$2,556,941 (double the highest amount ever recorded in one year). The first irrevocable planned gifts in the history of the university were obtained (\$1,110,000).
 - Research activity improved as evidenced by 12% increase in external research funding from \$1,519,514 to \$1,700,522.

- **I attempt to nurture and develop staff the following ways:**
 - Spending considerable time with subordinates discussing their decisions and making sure they understand the complexities and consequences of those decisions.
 - Granting considerable leeway in letting them "run their own show." I do not micro-manage, but frequently ask what they learned, good or bad, from a particular incident.
 - Letting them make mistakes and asking only that they learn from any miscues.
 - Never getting angry with them; occasionally frustrated, but never angry.
 - Meeting with my top administrators as a group weekly, in addition to regularly scheduled one-on-one meetings and frequent "drop-ins" to see how things are going and to seek their advice.
 - Having complete confidence in them to run their shops and the university when I am away from the university.
 - Spending a great deal of time not only telling my administrative staff what decisions I made but why I made them.
 - Admitting regularly to my administrative team when I make a mistake and telling them where and why I think I went wrong; hopefully, they can learn from my mistakes.
 - Openly accepting responsibility for my mistakes and for university shortcomings.

- **My major weakness, and I have many, has been my failure to act quickly and decisively in removing several top administrators who clearly were failing to perform at expected levels. While I removed them, I was too slow in doing so.** An unwarranted confidence that I could change a person's behavior resulted in my keeping them in positions too long and, thus, causing damage to the institution. This occurred most recently (summer 2006) with a provost and earlier (2003) with a vice-president and a capital campaign director. I was too slow in recognizing the wisdom of "hire slow-fire fast."

- **Another weakness, and I will stop at two, is my inability to give a good "chewing out" to someone who deserves it in a particular situation.** There are times when I have been too nice to someone when they "screwed up" big time.

- **One of my major strengths is that I am a good listener who values the input of my top administrators.** When I do not follow their advice, I usually tell them why.

- **Another strength is that I do my "homework" before making a key decision.** I ask a lot of questions, gather as much information as possible and come to a defensible position. Many people tell me I approach issues from a scholarly perspective.

K.M

- + • Feedback record
- Honor college
- Diversity of student body
- Work & Teachers on Doctoral degree
- ↑ graduation (↑ Priorities)
- ↑ enrollment
- Tuition mgmt (Makes too much, ⇒ low salary & retention)
- Good administrators - listening, encourages sub. lab, example
- Give system good help (Fund A) & much complaint

- Persistence of students [No real effective program]

- Faculty involvement & commitment to recruitment & feedback (Not really motivated to me)
- Minimal research
- Too ~~tolerant~~ tolerant @ times

+4.0%



September 14, 2005

Dr. Joyce Scott
Provost and Vice President for Academic and Student Affairs
Texas A&M University-Commerce
Campus

Dear Joyce:

The university has been and continues to be at a critical juncture, and the expertise you have gained in your various positions will be of great value in meeting those challenges.

The narrative evaluation that follows is written as a critique. Thus, it tells what I think you are doing well and what I think you are not doing so well. I then suggest ways to improve your performance. While the evaluation that follows may appear to dwell on the negative, it should be seen as my attempt to make you a better administrator and to make this a better university.

**Evaluation of Dr. Joyce Scott
Provost and Vice President for Academic and Student Affairs.**

You are a knowledgeable, competent administrator who carries out a vast array of responsibilities in a timely and efficient manner. You have high standards for students, faculty and staff and have brought about, and continue to bring about, a general strengthening of the academic programs and standards of the university. You clearly understand the role of the chief academic officer and demonstrate considerable initiative in carrying out your responsibilities in a timely manner. You have cleaned up a number of "messes" and that has improved our operations. I am pleased with the progress that has been made in academic and student affairs since your arrival.

While there has been great progress since your arrival, it is my belief that you have not been as successful as you might be due to a lack of good "people skills." You get things done, but do so primarily with the stick rather than the carrot. A frequently curt manner, cutting language and visible contempt for other people and ideas are causing a number of subordinates to choose to "disengage" or try to avoid contact with you restricting open communication.

Office of the President
University-Commerce, P.O. Box 3011, Commerce, Texas 75429-3011 Phone: 903.886.5014 Fax: 903.886.5010

A Member of The Texas A&M University System

Being able to relate better to others across campus will dramatically increase your effectiveness as Provost. How can you relate better to others? Here are several approaches.

First, treat people with more respect and kindness. Many subordinates feel that you embarrass and belittle them. You are a very intelligent, competent and capable person with extremely high standards and expectations. Unfortunately, most subordinates cannot meet those standards. Consequently, you need to be more tolerant of others' shortcomings and try to mentor those who can, with proper guidance, improve their performance. (I realize that not all can be saved.)

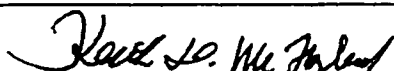
Second, demonstrate more compassion and a sense of humor. While you frequently demonstrate those characteristics to me, Terry, Mary and a few other people close to you, that is not the image you project across campus. You are increasingly seen as a cold, uncaring person who enjoys putting people down.

Third, be a better listener. A increasing number of subordinates, administrators and faculty feel they cannot communicate with you because you "have all the answers," and they really do not have much to offer. Instead of cutting them off with a strong, authoritative statement, ask them what they think about a certain issue and listen.

Your increasingly negative demeanor seems to have increased over the past twelve months. It is not so much what you say as the way you say it. For example, you frequently need to say "no" to a request. Continue to say "no" when necessary, but explain your rationale in an informative, pleasant manner and do not get your dander up. It is certainly necessary at times to be critical of a certain person but focus on the shortcoming of their actions and not continually on the person. Also, don't continue to "beat up" on a person that has upset you.

Without question, you have a great deal to offer to this university. Your strengths are numerous and varied, and you help bring many faculty, staff and students to higher performance levels. By showing those you come in contact with a higher degree of sensitivity, you can significantly enhance your effectiveness.

Sincerely,


Keith D. McFarland, Ph.D.
President

Texas A&M University-Commerce
PERFORMANCE AND DEVELOPMENTAL EVALUATION
NON-FACULTY - PROFESSIONAL/ADMINISTRATIVE STAFF

Please check appropriate review: Annual Probationary Date of Review: 9-15-05

Employee Name: Dr. Joyce Scott

Position Title: Provost and V.P. for Academic and Student Affairs Department: _____

Review Period: From 1-31-04 To 4-30-05

This evaluation will be used to develop each employee's potential and job performance. This evaluation provides an opportunity for an open and honest discussion of ways for both the employee and organization to become more productive and result in increased job satisfaction for the employee.

Instructions: As part of the performance evaluation process, the employee and supervisor must review the Position Description to ensure that it is accurate. To complete this evaluation form, mark one box under each applicable factor. If you give a rating other than (2) or (3), please provide supporting comments. If a particular criteria does not apply, state "not applicable". After completing this form, conduct a formal performance review session with the employee.

Leadership: The employee's use of innovation and new ideas and ability to encourage staff to change and grow. Moves department toward accomplishment of objectives.

- (1) Realizes and encourages full potential of employees; challenges staff to excel in generating new ideas; has vision and lofty goals for department. * please provide supporting comments
- (2) Encourages full potential of employees; challenges staff to generate new ideas; has vision and goals for department.
- (3) Encourages staff to generate ideas; sets appropriate goals for department.
- (4) Accepts and considers staff ideas; sets easy-to-attain goals for department. * please provide supporting comments
- (5) Rarely encourages or considers staff ideas; sets no or simplistic goals for department. * please provide supporting comments

JM
9-15-05

Comments:

Employee Management: The employee's use of appropriate/effective management style, flexibility, care and concern for employee.

- (1) Excels in supervision and leadership of subordinates; effectively delegates tasks, encourages employees to develop to their fullest potential; coaches and trains employees for advancement; provides honest, ongoing feedback to employees. * please provide supporting comments
- (2) Provides better-than-average supervision and leadership of subordinates; encourages employee development; coaches and trains employees; provides honest, ongoing feedback to employees.
- (3) Provides effective supervision and leadership of subordinates; encourages development; does some coaching and training; provides feedback periodically.
- (4) Sometimes uncooperative; experiences difficulty relating to others. * please provide supporting comments
- (5) Uncooperative; frequent problems working with others. * please provide supporting comments

Comments:

Financial Resource Management: The Employee's effective use of budget, training, equipment and materials.

- (1) Excels in financial operating of unit; constantly seeks ways to reduce and/or control costs. * please provide supporting comments
- (2) Consistently operates unit on very sound financial basis; seeks ways to reduce and/or control costs.
- (3) Effectively operates a financially solid unit; often seeks ways to reduce and/or control costs.
- (4) Generally operates unit on sound basis, with occasional financial difficulties; rarely seeks ways to reduce and/or control costs. * please provide supporting comments
- (5) Operates unit in consistently unsound manner; does not seek ways to reduce and/or control costs. * please provide supporting comments

Comments:

Professional Development: The employee's involvement in professional training and/or professional organizations. Continues to develop skills to increase effectiveness in performing job functions.

- (1) Eagerly participates in professional training and seeks ways to improve skills. Willingly participates in professional organizations and seeks leadership positions. * please provide supporting comments
- (2) Participates actively in professional organizations, occasionally accepting leadership positions; gladly participates in professional training and seeks ways to improve skills.
- (3) Participates in professional organizations and professional training.
- (4) Reluctant to participate in professional organizations and training. * please provide supporting comments
- (5) Refuses to participate in professional organizations and training. * please provide supporting comments

Comments:

Quality of Work: The extent to which work is free from errors or mistakes caused by lack of thoroughness, inattention to detail, or similar factors.

- (1) Consistently produces work of highest quality. * please provide supporting comments
- (2) Produces high quality work; makes few errors.
- (3) Produces acceptable work.
- (4) Produces marginally acceptable work; makes more than an average number of errors. * please provide supporting comments
- (5) Produces unacceptable work; makes excessive errors. * please provide supporting comments

Comments:

All work is of the highest quality. Reports, memoes are well reasoned, well written and error free.

Quantity of Work The employee's level of productivity/output and timeliness of work.

- (1) Consistently exceeds productivity requirements; highest output level. * please provide supporting comments
- (2) Exceeds productivity requirements; above average output level.
- (3) Meets basic productivity requirements; acceptable output level.
- (4) Below basic productivity requirements; marginal output level. * please provide supporting comments
- (5) Fails to meet basic productivity requirements; unsatisfactory output level. * please provide supporting comments

Comments:

Dr. Scott has an extremely heavy workload but she does an outstanding job of getting all that work done and in a very timely manner.

Application of Knowledge: The employee's understanding of job duties and ability to accomplish job.

- (1) Employee is sought out by others due to job knowledge. Recognized by co-workers and others as an expert in his/her area. * please provide supporting comments
- (2) Employee has better than average knowledge and skills in all aspects of the job.
- (3) Employee has knowledge and skills to handle job duties.
- (4) Occasionally lacks knowledge or skills to handle certain job duties. * please provide supporting comments
- (5) Application of knowledge is limited. Required skills are demonstrated at an unacceptable level. * please provide supporting comments

Comments:

Dr. Scott is very highly respected for her job knowledge, but is not frequently ~~not~~ sought out because some people see her as unapproachable.

Verbal Skills: The employee's ability to verbally express ideas clearly, accurately and convincingly.

- (1) Consistently demonstrates excellent communication skills. * please provide supporting comments
- (2) Demonstrates above average communication skills.
- (3) Demonstrates acceptable communication skills.
- (4) Communication skills need improvement. * please provide supporting comments
- (5) Lacks acceptable communication skills. * please provide supporting comments

Comments:

Verbal skills are outstanding. She communicates clearly and concisely.

Writing Skills: The employee's ability to express ideas in writing clearly, accurately, and convincingly.

- (1) Consistently demonstrates excellent communication skills. * please provide supporting comments
- (2) Demonstrates above average communication skills.
- (3) Demonstrates acceptable communication skills.
- (4) Communication skills need improvement. * please provide supporting comments
- (5) Lacks acceptable communication skills. * please provide supporting comments

Comments: *Very good writing skills. Writing is clear and concise and error free.*

Decision Making/Problem Solving: The employee's ability to recognize and analyze problems, evaluate solutions and make recommendations

- (1) Consistently demonstrates outstanding problem-solving skills; able to handle complex problems creatively. * please provide supporting comments
- (2) Demonstrates good problem-solving skills; ~~occasionally~~^{often} able to handle complex problems.
- (3) Solves routine problems satisfactorily; requires assistance with complex problems.
- (4) Has difficulty recognizing and solving routine problems; analytical skills need improvement. * please provide supporting comments
- (5) Does not recognize or solve routine problems; does not show evidence of needed analytical skills. * please provide supporting comments

Comments:

Work Organization: The employee's effective use of logical and organized work steps and time management.

- (1) Plans and organizes exceptionally well; sets priorities considering broad perspective; uses time wisely. * please provide supporting comments
- (2) Plans and organizes work very well; set priorities considering broad perspective; uses time wisely.
- (3) Plans and organizes work well; sets priorities; uses time well.
- (4) Sometimes does not plan and organize work well; priorities not always appropriate; sometimes wastes time. * please provide supporting comments
- (5) Does not plan and organize work well; does not set priorities; wastes time. * please provide supporting comments

Comments:

Initiative: The degree to which the employee demonstrates independent action and resourcefulness on the job by developing new methods, offering constructive suggestions and/or seeking additional work.

- (1) Consistently exceeds requirement for independent action and resourcefulness; highly motivated. * please provide supporting comments
- (2) Exceeds requirements for independent action and resourcefulness; diligent worker.
- (3) Meets basic job requirements for independent action and resourcefulness; acceptable worker.
- (4) Sometimes lacks independent action and resourcefulness required by job; marginal worker. * please provide supporting comments
- (5) Rarely initiates independent actions required by job. * please provide supporting comments

Comments: Continually shows considerable initiative. Sees things that need to be addressed and does them

Work Relationships: The employee's ability to relate, interact, react, and communicate with faculty, staff, students, co-workers, superiors and subordinates.

- (1) Consistently achieves outstanding working relationships. * please provide supporting comments
- (2) Helps to create a cooperative work environment; good team worker.
- (3) Cooperative; works well with others.
- (4) Sometimes uncooperative; experiences difficulty relating to others. * please provide supporting comments
- (5) Uncooperative; frequent problems working with others. * please provide supporting comments

Comments:

Customer Relations/Service: The employee's interaction with departmental and institutional customers.

- (1) Exceptional in anticipating and meeting customer needs; communicates very well with customers. * please provide supporting comments
- (2) Anticipates and meets customer needs; communicates well with customers.
- (3) Meets customer needs; communicates adequately with customers.
- (4) Meet most customer needs; communication with customers needs improvement. * please provide supporting comments
- (5) Fails to meet customer needs; communicates poorly with customers. * please provide supporting comments

Comments:

A number of her subordinates find her unapproachable; thus, communication is often one way.

Supervision Required: The amount of direction and supervision the employee requires.

- (1) Employee's actions show an understanding of work well beyond the assigned area. Requires little or no direction/supervision, even on non-routine assignments. * please provide supporting comments
- (2) Employees performance exceeds position requirement even in some of the most difficult and complex parts of the job. Requires less than normal (occasional) director/supervision, even on non-routine assignments.
- (3) Requires normal direction/supervision on routine assignments; may require assistance with non-routine assignments.
- (4) Requires more than normal direction and supervision to complete assignments. * please provide supporting comments
- (5) Requires constant direction and supervision to complete assignments. * please provide supporting comments

Comments: *Dr. Scott is able to carry out her responsibilities with virtually no supervision.*

Use the spaces below to list and evaluate criteria particular to your office, if appropriate. Attach additional sheet if more custom evaluation criteria are needed.

- (1)
- (2)
- (3)
- (4)
- (5)

Comments:

- (1)
- (2)
- (3)
- (4)
- (5)

Comments:

Employee's strengths: Very Knowledgeable
 Makes tough decisions
 Takes initiative
 Good work ethic
 Well organized
 Work is of the highest quality

Employee's improvement needs:
 To not be so negative
 Demonstrate more compassion and sense of humor
 Be a better listener

Goals and Objectives (Expectations)

Supervisors and employees should agree on goals and measurable objectives for the employee to work toward or complete during the coming year. In discussing these objectives, you should make sure the employee has the resources needed and knows the steps to take to achieve the objectives. You may wish to use the spaces provided to document any resources you and the employee agree are needed and to outline action steps. Attach additional sheet if more objectives are set.

Goal: A goal is a general statement that indicates what needs to be accomplished.

Example: 1. Improve overall communication with my department.

Objective: An objective describes actions and tells how the goal is going to be accomplished and is measurable. Most goals will have more than one objective.

Example: 1.1. Monthly meeting will be conducted to keep staff apprised of what is going on.
 1.2. Staff will be visited on a on-to-one basis every two weeks to keep each other informed on departmental happenings.

Goal: Increase Enrollment at Undergraduate and Graduate Levels.

1. Objective: Increase Freshman and transfer contacts, applications and enrollment

Resources needed to achieve objective (list specific types of training, management support, mentoring, equipment, etc.): Personnel to visit high schools and community colleges,
~~Travel funds and financial aid to attract students~~

Action steps to achieve objective:

2. Objective: Increase graduate application, and enrollment

Resources needed to achieve objective (list specific types of training, management support, mentoring, equipment, etc.):

Action steps to achieve objective: Work with college deans and department heads to make contacts

Goal: *To upgrade & clarify academic standards and procedures*

1. Objective: *Audit existing procedures*

Resources needed to achieve objective (list specific types of training, management support, mentoring, equipment, etc.):

Action steps to achieve objective:

2. Objective: *Consult appropriate campus constituencies for revisions and adoption.*

Resources needed to achieve objective (list specific types of training, management support, mentoring, equipment, etc.):

Action steps to achieve objective:

Position Description and Organization will be reviewed prior to Nov. 1, 2006

The employee and I have reviewed the Position Description for accuracy and have attached changes if necessary.

Yare D. McFarland
Immediate supervisor's signature

9-16-05
Date

Next level supervisor must review and sign this evaluation. He/she may choose to do this before or after the immediate supervisor discusses the evaluation with the employee.

Next level supervisor's signature

Date

I understand that my signature indicates only that I have read and discussed this performance evaluation with my supervisor/evaluator. It does not necessarily mean that I agree with the evaluation's contents. I may attach written comments, if desired. If comments are attached, check here:

Joyce A. Scott
Employee's signature

9/16/05
Date

This form, and any attachment, becomes part of the employee's official personnel file.