



THE TEXAS A&M UNIVERSITY SYSTEM

Michael D. McKinney, MD
Chancellor

June 29, 2007

Dr. J. Patrick O'Brien
President
West Texas A&M University
WTAMU Box 60997
Canyon, Texas 79016-0001

Dear Dr. O'Brien:

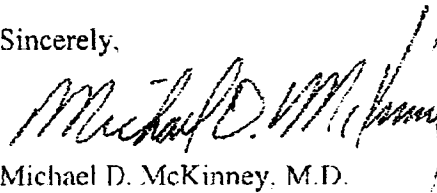
Now that the Legislative Session is behind us and I am more than halfway through my first year as Chancellor, I am seeking your input on my annual evaluation of your performance. I see this process as a collaborative opportunity to review past achievements, evaluate the challenges that you face, set 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

P.O.

- + Participate on Next Committee in leadership
- Strategic planning @ Campus level & colleges of Planner & Finance
- Ask & plan @ system level
- MF ambassadors
- Model studies & Alumni & Community Support
- outstanding facilities/programs - communication: TV/Radio Inst. - All H.
- Cooperated to TAES + TT + TAMU
- ~~Good~~ relations to H. Marshall College (+ Ohio, IL)
- Tuition control (+/-)
- Knows who it talks to re: University - Frustration & insufficient financial support, low technical utilization (re: MDU), Mobile
- Establishing Frighthouse experiment (on communication) to Permatone
- Professorial Student advisory (+ advisory fee) @ Student Success center
- Financial evaluation & soundness of University
- Clarify fees & Trust + Trust fees
- Business school - budget, (+ 1st)
- Build leadership team
- ACA & reaccreditation
- * Commitment to long Term

- Not particularly flexible in unstructured environments
- Tuition not sufficient to support quality faculty.
- Multiple fees - why or clarify -
- low graduation rates
- low retention #s
- Still have record

Self Evaluation 2006-07

J. Patrick O'Brien

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

Accomplishments can best be viewed in terms of an initial problem to be solved or goal to be achieved. At the start of my appointment as president, I laid out a set of challenges/opportunities confronting the university community and a set of goals to seek.

Challenges/Opportunities

Briefly, the challenges/opportunities were delineated as follows.

- West Texas A&M University lacks a consensus vision – a consensus focus for the future direction of the university. Planning is not an integral part of the culture of the institution. The planning that was done was to satisfy Coordinating Board, State Agency, System, or accreditation requirements. Planning is not embraced as a means of achieving continuous improvement. The lack of a culture of planning has led to a paucity of hard assessment data for the institution.
- The institution is underfinanced. It does not have a solid revenue base – other than State general funds. Tuition rates are among the lowest (consistently second or third lowest) among Texas public universities. Revenues are not being generated from certificate programs or continuing education. Forty-five percent of Student Services Fees are being utilized to fund intercollegiate athletics. Very little is being raised from alumni annual fund contributions. Consequently, average salaries of faculty have fallen behind those of peer/competitive institutions; department non-personnel operating budgets have not been increased over the past decade; and staff salary scales have not been adjusted for over a decade. In the absence of increasing non-personnel operating budgets, the Division of Academic Affairs has resorted to establishing course fees for the vast majority of courses offered.
- Retention and graduate rates are, in my view, at unacceptable levels. Of the freshmen who first enroll at WT, only about 35 percent graduate in six years. The freshman to sophomore persistence rate is 68 percent.
- Although WTAMU has a great network infrastructure, appropriate pedagogical technology has not been employed in the classroom. In May 2006, only four of the 114 classrooms were equipped as smart classrooms. Few faculty members have had the opportunity to employ contemporary technology into their courses.
- Other than sending out press releases and getting articles published in local papers, WTAMU has not aggressively marketed itself – either in general or in the recruitment of students. The university has engaged in virtually zero advertising of itself; there are no recruiting university, college or program view books; and the website is designed strictly for internal customers – and poorly designed at that. WTAMU's website is not dynamic, not easy to navigate, does not project a consistent message or style, and is not utilized as a marketing tool.

- WTAMU has not aggressively engaged in outreach activities with alumni outside of the immediate area, parents of students, or the Amarillo community.

Goals/Priorities Established

The goals/priorities I outlined to the Vice Presidents in May 2006, to the faculty and staff at the Fall Convocation (August 2006) and Inaugural Address (October 2006) are as follows:

- Develop a strategic plan to carry WTAMU forward for the next five to ten years and a strategic planning process that is comprehensive and transparent. Develop a financial plan to support the strategic plan.
- Redesign the financial model for the university. Increase reliance on enrollment growth, research grant funding, external funding from donors and foundations, and new entrepreneurial programs.
- Seek to increase headcount enrollment at the university to 9,000 by Fall 2011. To accomplish this, we are going to have to increase enrollment of our freshmen classes, increase the number of transfer students from community colleges, increase enrollment in our graduate programs, and enhance retention of the students we enroll. We seek to improve our retention rate of first time freshmen from their first to second year from the current 68 percent to 75 percent by academic year 2010-11. In addition, we seek to enhance the diversity of our student body.
- Develop nationally and regionally prominent academic programs.
- Provide a superior student-centered learning environment for students.
- Develop a marketing strategy so that WTAMU is able to recruit a stable base of highly qualified students to achieve its enrollment goal of 9,000 by Fall 2011, recruit an outstanding faculty, raise funds externally, and be recognized in national and regional publications as a top tier masters' level institution.
- Seek to be the principal academic and cultural center for the region and a catalyst for economic development.

Major Accomplishments for 2006-07

- Strategic Planning – During 2006-07, we revised our mission statement, articulated a vision of becoming a First Choice institution, established a student-centered philosophy statement, and adopted a comprehensive strategic plan for the university, concomitant with a financial plan and an assessment process.
- Financial Soundness – We enhanced significantly the financial soundness of the institution during 2006-07. During the year, we received approval for a \$15/credit hour increase in designated tuition, the establishment of an athletic fee, and the establishment of an advising fee. We have also begun the process of reallocating resources internally in the university. For instance, in FY05-06 there were three

special assistants to the president. Today, there are none. As a result of the increased funding to be available in FY07-08, some of the major initiatives to be undertaken are as follows: a three percent merit pool will be available for faculty and staff salary increases; a pool of \$200,000 to provide market adjustments for faculty and staff; \$608,000 of additional scholarship funding will be available for students; funds for student travel to attend regional and national conferences will be increased approximately \$60,000; \$200,000 is being set aside to enhance direct marketing efforts in addition to funds set aside to enhance the University's web site; and the university will establish a distinguished speaker and guest artists series. The WTAMU Student Success Center is being expanded to provide better advising to students and to establish a First Alert System to enhance student persistence. In addition, academic department non-personnel operating budgets will be increased 11 percent and funds will be allocated to the academic departments to replace a portion of their budgets that are now being funded through course fees. In fact, department budgets will be increased sufficiently to eliminate course fees on some 371 courses and reduced for an additional 11 courses. Based upon last year's figures we anticipate a total of 1,020 sections will be impacted as we reduce revenues from course fees by approximately 42 percent - from a total of \$686,176 to \$400,386.

In addition, we ramped up our fund raising activities. We increased the number of donor cultivation events from four in the last year of the previous administration to 10 this year. Thus far in FY06-07, we have raised \$8,586,971 in external funds. This is the highest amount raised in a single year in the history of WT - previous high was \$6,457,813. With these funds we established an endowment to provide at least \$125,000 per year into perpetuity in support of educational activities in the Fine Art Complex; purchased new Steinway pianos (\$200,000) for the music program; increased the number of endowed professorships on campus from one to five; increased the number of endowed scholarships for students; and are adding a second TV studio and a recital hall in the new Fine Arts Complex

To further expand the revenue base of the university, we have set a goal of increasing headcount enrollment to 9,000 by Fall 2011 and are in the process of restructuring our Office of Continuing Education so that it is an entrepreneurial, revenue-generating component of the university.

- Infrastructure Development - During FY06-07, to facilitate increases in enrollment we doubled the number of recruiters in our admissions office from two to four, developed a strategic plan for the admissions office, established a scholarship office, redesigned our summer New Student Orientation program from a series of half-day programs to two day programs, increased interactions with the area's three community colleges, and restructured the areas responsible for recruitment as the Division of Enrollment Management. As a result of our

initial efforts, applications for new first-time freshmen are currently 22 percent higher relative to the same time last year. Applications for transfer students from community colleges and other senior colleges likewise are up. (Please see attached Application Data Sheet.)

To enhance fund raising at the university, we established an annual fund office with a newly created position of annual fund director, increased the number of senior development officer positions, restructured the major gifts office so that fund raisers work more closely with the deans and the faculty, and recruited a high powered group of individuals to serve on our Foundation Board. Individuals hired into new positions were funded through a reallocation of internal resources.

To enhance marketing of the university we redesigned the management of our web site by 1) shifting responsibility of web management from the Office of Information Technology to the Office of Communication and Marketing Services, and 2) creating three new positions charged with web management: a web content manager and two web designers. In addition, based upon recommendations of a Marketing Committee that we established in May 2006, the university has engaged an Integrated Marketing Communications Agency, based in Amarillo, to assist in re-branding the university and developing new marketing strategies. Again, individuals hired into new positions were funded through a reallocation of internal resources.

To enhance the learning environment for our students, we set aside \$300,000 per year to increase the number of smart classrooms on campus. Due in part to the new Fine Arts Complex being completed (14 smart classrooms), the number of smart classrooms has been increased from four in April 2006 to 31 currently. In FY07-80 an additional 12 to 14 will come on line. During the year, we also installed the hardware necessary to make WTAMU a wireless campus. Students, faculty, and staff now can access our network from virtually anywhere on campus via wireless. In addition we adopted a new course management platform so that we could modernize our distance education program and allow all our courses on-campus to be taught as hybrid courses -- combination of face-to-face and on-line. We also established a study abroad office to increase students' opportunities to obtain a global education. The office already has had an immediate, substantial impact. Whereas, last summer less than 50 students participated in faculty led summer study abroad programs, this summer the number exceeds 120. Some 40 students are already signed up to participate in independent international studies or semester exchange programs this coming academic year.

Additionally, we are finishing the construction of our new Ag Education Center, engaged in the construction of a new residence hall, and making plans to start renovations of our main Classroom Center. Hopefully, this month we will complete construction of the pedestrian mall.

Enrollment Management; and a new customer service oriented Chief Information Officer. We are also in the market for a new Director of Sponsored Research and a Director for Continuing Education. In August we will commence a search for a VP for Institutional Advancement. Some of the foregoing positions came open due to retirements, others due to encouragement.

Lastly, in December 2006 we received reaffirmation of our accreditation from SACS.

What goals and projects were not addressed, are incomplete, or have suboptimal results?

All priorities laid out in May 2006 to the Vice Presidents and to the faculty and staff at the Fall Convocation (August 2006) and in my Inaugural address (October 2006) have been addressed; not however, completed. To change the culture of the institution could take as many as eight years; to impact four-year graduation rates will take another four years; to begin to impact freshmen to sophomore persistence rates will take one more year; and to impact external research grants will take several more years.

I'm in this for the long haul. My goal is to build a superb foundation – to move the institution to one of excellence – and to be a good steward of the public's resources. Others who follow me will reap the benefits of the foundation we lay down now.

What barriers do you regularly encounter that prevent you from achieving your institutional goals?

Time is the biggest barrier. Conventional wisdom is it takes six to eight years to change the culture of an institution. A cultural change is going to be necessary for us to accomplish our long terms goals. Being in this for the long haul, however, time is not an insurmountable barrier.

In the short term, scarce resources are always a constraint. However, in the long term, if we are sufficiently creative we can still accomplish our goals.

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 and weaknesses.

My management style is to provide overall direction and expectations for those who work for me, empower them to carry out their responsibilities, support them in carrying out those responsibilities, and recognize them for their accomplishments. In reaching decisions, I encourage full, open, and vigorous discussions; but once a

decision has been made I expect for us to move forward. I encourage individuals to be creative, to be innovative, and to take risks. Through empowerment, feedback and recognition, I believe individuals grow in their responsibilities.

I also constantly try to introduce the individuals who work with me to new ideas and ways of thinking about problems.

My strengths are that I am a visionary, a good planner and very focused on the task at hand. My weakness is that I am sometimes impatient.

This is actually a good question, but one that perhaps can be better answered by my administration and staff. I suggest, therefore, that next year they be surveyed to answer this question.

Smalley, Janet

From: Patrick O'Brien [pobrien@mail.wtamu.edu]
Sent: Tuesday, July 17, 2007 7:06 PM
To: Smalley, Janet
Cc: McKinney, Mike
Subject: Performance Evaluation
Attachments: Self Evaluation - 2007.doc; Weekly Reports 7-16-07.xls; WTAMU Presidential Evaluation Measures 061907.xls

Janet,

Attached are my Performance Evaluation materials for 2006-07 as requested by Dr. McKinney in his letter dated June 29, 2007.

Please let me know if you need any additional information.

Pat

J. Patrick O'Brien
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7/18/2007

Chief Executive Officer
Performance Assessment
Summer 2007

Name PAT O'BRIEN

Agency or Institution WTAM

Review Period: From _____ To: _____

Leadership

	Leadership				
	Poor		Excellent		
	1	2	3	4	5
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Critical Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Follow Through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Focus on Organizational Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Acting Decisively and Timely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Accountable/Accepts Responsibility for Decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
National and Statewide Presence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Comments :</i>					

Management

	Management				
	Poor		Excellent		
	1	2	3	4	5
Financial Management					
Effective Utilization of Funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stewardship of Funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Crisis Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Change Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HR Management					
Effective Staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Team Building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Motivating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Adherence to System Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Comments:</i>					

Constituent/ Customer Relations

	Poor				Excellent
	1	2	3	4	5
Relationship and Effectiveness with:					
Board of Regents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chancellor and Executive Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Constituents (faculty staff, students, former students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Private Sector Partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
State and Federal Officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colleagues (within and outside of TAMUS)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Comments:</i>					

Communication Skills

	Poor				Excellent
	1	2	3	4	5
Presentation Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to Communicate an Idea/Convince/ Sell an Idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Encourages Upward Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages/Facilitates Downward Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Media Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>					

Personal Attributes

	Poor				Excellent
	1	2	3	4	5
Honesty/Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Acceptance of New Ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Team Player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Initiative/ Resourcefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work Ethic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Valuing/Exhibiting Excellence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Loyalty/Commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Self-Development Efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>					

See Compact

Goals

Short-Term (1yr.):

Intermediate (2-3yrs.):

Long-Term (5+ yrs.):

Summary Evaluation

Areas of Strength:

- Very Well organized
- Excellent Plan to achieve clear Vision
- Clear evaluations and goals.

Areas Needing Attention:

- continue to expand fundraising + involvement of alumni
- ↑ rigor of academic matters



 Chancellor's Signature

8/31/07

 Date

 CEO's Signature

 Date