



LAMAR UNIVERSITY
A Member of The Texas State University System

December 20, 2007

Kimberly Brennan, Staff Writer
Texan News Service
Department of Communication Studies
Box T-0230
Stephenville, Texas 76402

Dear Ms. Brennan:

In response to your open records request dated December 17, 2007, please find enclosed the most recent performance review for the person holding the position of provost at Lamar University. The document is nine pages in length.

Regards,

Annette F. Thompson
Human Resources.

LAMAR UNIVERSITY PERFORMANCE EVALUATION

Name Stephen Doblin

Social Security # _____

(Optional)
2007 NOV 26 PM 12:38

Department: Academic Affairs

Job Title: Provost & Vice President

Evaluation Period: FY 07

Evaluator: _____

If used for disciplinary purposes, indicate level of discipline: _____

I. PERFORMANCE FACTORS

Each employee is to be appraised on each of the following performance factors using the following ratings:

5 pts - Consistently Exceeds Expectations (About 0% to 10% of University employees achieve this level). Employee displays at all time, without exception, a consistently high level of factor related skills, abilities, initiative, and productivity. All assignments/responsibilities are completed beyond the level of expectation. Initiative and self-direction are characteristic. (5pts)
4 pts - Often Exceeds Expectations (About 10% to 20% University employees achieve this level). Employee displays a high level of factor related skills, abilities, initiative, and productivity, exceeding requirements in some areas, but not consistently or not without exception. (4pts)
3 pts - Meets Expectations (About 50% to 70% of University employees achieve this level). Employee displays and maintains an effective and consistent level of performance of the job factor under review. Work output regularly achieves desired or required outcomes or expectations. Problems or errors are reported and corrected quickly. (3pts)
2 pts - Some Improvement Needed (About 10% to 20% of University employees achieve this level). Employee at this level displays inconsistency in the performance of the job factor under review and output frequently falls below acceptable levels. Tasks may be significantly late at times or incomplete, with serious or potentially serious consequences. (2pts)
1 pt - Major Improvement Needed (About 0% to 10% of University employees may function at this level). Work output is consistently low, regularly fails to meet required outcomes, and error rate is high requiring repetition of duty or completion by others. The employee may require constant supervision and show an indifference to job responsibilities. (1pt)

II. PERFORMANCE RATINGS

5 4 3 2 1

QUALITY OF WORK: Work quality refers to effort that consistently achieves desired outcomes with a minimum of avoidable errors and problems. Does the employee's work meet the requirements, expectations, or desired outcomes? How accurate and complete is the work? Is it completed in a timely manner? Is the work done in an efficient and effective method? Examples or reasons for giving this rating are:

5 4 3 2 1

PRODUCTIVITY: Consider how the person uses available working time, plans and prioritizes work, sets and accomplishes goals, uses available resources, and completes assignments on schedule. Are the expected results achieved in a timely and a safe manner? Is there a need to have work redone due to inaccurate or unacceptable work? Does the employee seek out additional tasks and projects to complete, or help other to complete their tasks and projects? Examples or reasons for giving this rating are:

5 4 3 2 1

KNOWLEDGE OF THE JOB: Does the employee exhibit job-relevant knowledge and skill needed to perform the duties and requirements of the position? Does the employee exhibit knowledge of the methods, practices and equipment need to do the job? Consider knowledge gained through experience, education, and specialized training. Does the employee seek to maintain current knowledge of changes in policies and procedures? Does the employee keep abreast of new developments and major issues in the field? Employee may at times be consulted by others for guidance. Examples or reasons for giving this rating are:

5 4 3 2 1

ADAPTABILITY: How does this employee adjust to changes? Does this employee initiate or recommend beneficial changes in work procedures? Does this employee readily accept new assignments or temporary assignments outside the regular responsibilities? Consider willingness to learn quickly, to adapt to changes in job assignments, methods, personnel, or surroundings. Examples or reasons for giving this rating are:

5 4 3 2 1

DEPENDABILITY: How reliable is the employee in performing work assignments and carrying out instructions? Consider the degree of supervision required and the willingness to take on responsibilities and to be accountable for them. Examples or reasons for giving this rating.

5 4 3 2 1

INITIATIVE and RESOURCEFULNESS: Does the employee see things to be done and then take appropriate action without being so directed? Consider ability to contribute, develop and/or carry out new ideas or methods. Consider ability to be a self-starter, to offer suggestions, to anticipate needs and to seek additional tasks as time permits. Examples or reasons for giving this rating.

5 4 3 2 1

JUDGEMENT and POLICY COMPLIANCE: Does employee evaluate situations and make sound decisions, and use reasoning to identify, solve, and prevent problems. Does the employee exhibit knowledge of the University's policies and procedures applicable to his/her assignment? Does the employee exhibit willingness to comply with all reasonable requirements. Examples or reasons for giving this rating are:

5 4 3 2 1

INTERPERSONAL RELATIONS and CUSTOMER SERVICE: Does the employee exhibit a good level of interpersonal skills and have a good working relationship with most of his/her peers, subordinates, supervisors, customers, and the general public? Consider respect and courtesy the employee shows to others, how the employee's behavior affects the work area, and the willingness of the employee to accept supervision. Does the employee exhibit appropriate supportive behavior toward the University and its customers? Is the employee unnecessarily involved in trivial disputes and misunderstandings? Does the employee exhibit willingness to work as a team member? Examples or reasons for giving this rating are:

5 4 3 2 1

ATTENDANCE: Does the employee report to work on a timely basis and stay on the job? Consider arrival times, observance of time limits for breaks and lunches. Consider patterns of sick leave use, seeking prior approval for vacation, and giving prompt notice to supervisor of absence due to illness or other acceptable reasons. Examples or reasons for giving this rating are:

5 4 3 2 1

SAFETY AND SECURITY: Does the employee work in a safe manner, preventing accidents and injuries? Does the employee report unsafe working conditions to supervisor? Does the employee protect the security and confidentiality of information available to or received by the employee or to other employees? of the computer information system? Examples or reasons for giving this rating are:

5 4 3 2 1

OTHER PERFORMANCE FACTORS: (Use separate sheet if necessary)

III. SUPERVISORY FACTORS: If the employee being evaluated is a supervisor, complete this session in addition to previous performance factors.

5 4 3 2 1

LEADERSHIP ABILITY: Is the supervisor able to get employees and co-workers to do willingly and well the duties need to be accomplished? Consider ability to get the work done while being sensitive to the morale and satisfaction of those doing the work; the ability to function consistently and effectively in an objective and rational manner regardless of pressures. Examples or reasons for this rating are:

5 4 3 2 1

APPRAISAL AND DEVELOPMENT OF PEOPLE: Does supervisor demonstrate ability to select, train and provide opportunities for development of employees by recognizing and improving their abilities. Consider ability to exhibit fairness and impartiality with employees in assigning job duties and objectively appraising work performance. Examples or reasons for giving this rating are:

5 4 3 2 1

PLANNING AND ORGANIZATION: How effective is the supervisor in setting effective goals, planning ahead and establishing priorities? Consider ability to make the most effective use of time, facilities, material, equipment, employees skills and other resources. Examine ability to prepare and administer budget effectively. Examples or reasons for giving this rating are:

5 4 3 2 1

COMMUNICATION SKILLS: To what extent does supervisor demonstrate ability to communicate effectively in both oral and written expression with employees and his/her supervisor? Are issues confronted and resolved constructively? Consider ability to help employees with their work problems; ability to keep employees informed of decisions and plans for own office as well as policies and procedures of the University. Examples or reasons for giving this rating are:

5 4 3 2 1

OTHER SUPERVISORY FACTORS:

IV. RATING SUMMARY

RATING SUMMARY CHART: ** Applies only to Supervisors

Transfer the rating assigned to each of the facts to the proper column on this chart. Place the rating for each factor under the appropriate heading and in the "Grand Total column". Add all the ratings in the "Grand Total" column to complete the "Ratings Total".

Factor	5	4	3	2	1	Grand Total
Quality of Work					✓	
Productivity					✓	
Knowledge of Job					✓	
Adaptability					✓	
Dependability					✓	
Initiative and Resourcefulness					✓	
Judgment and Policy Compliance					✓	
Relations w/ People & Customer Service					✓	
Attendance and Punctuality					✓	
Safety and Security					✓	
**Leadership Ability					✓	
**Appraisal and Development of People					✓	
**Planning and Organization					✓	
**Communication Skills					✓	
Rating Totals						70

V. Performance Goals

Employees should develop suggest goals for the supervisor and employee to discuss. Both the supervisor and employee must agree on the goals. Goals may be work-related or developmental; the goal should be limited to a one year time frame. Enter the goals in order of importance. The following questions will assist the employee and supervisor:

- What specific tasks, projects, or activities need to be accomplished?
- What changes in work performance are required or desired?
- What training or work experience would be helpful or developmental?

Goal (Previous Year)
Describe the goal:
How will the goal be evaluated?
Completion date:
Evaluation: (completed at next evaluation)

Goal 2 (Previous Year)
Describe the goal:
How will the goal be evaluated?
Completion date:
Evaluation: (completed at next evaluation)

Goal 3 (Previous Year)
Describe the goal:
How will the goal be evaluated?
Completion date:
Evaluation: (completed at next evaluation)

Goal 4 (Next Year)
Describe the goal:
How will the goal be evaluated?
Completion date:
Evaluation: (completed at next evaluation)

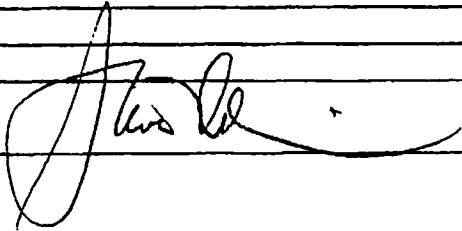
Goal 2 (New Year)
Describe the goal:
How will the goal be evaluated?
Completion date:
Evaluation: (completed at next evaluation)

Goal 2 (New Year)
Describe the goal:
How will the goal be evaluated?
Completion date:
Evaluation: (completed at next evaluation)

VII. COMMENTS AND SIGNATURES

The employee and the supervisor may add any relevant comments before signing the performance evaluation. By signing the evaluation, the employee indicates that he/she has participated in a performance appraisal meeting; the signature does not indicate agreement or disagreement. If there is disagreement with the supervisor's evaluation of an employee's performance, the employee should explain that disagreement in the comments section or attach a memo or rebuttal.

Employee Comments:

Signature: 

Date: 11/9/07

Supervisors Comments:

A truly outstanding administrator. A proven leader who sets an exemplary example for our executive team. Dr. Dobbin is respected and trusted by our faculty and our community - He consistently exceeds expectations in all areas

Signature: [Signature] Date: 11/1/07

Reviewed by:

Signature: _____ Date: _____

Title: _____

(Signature of other reviewers as required by area Vice President)

Signature: _____ Date: _____

Title: _____

Signature: _____ Date: _____

Title: _____


Signature: _____ Date: _____

Title: _____

Measurable Goals for FY 07 – Steve Doblin, Provost and VPAA

- ✓ 1. Continue to implement portions of the recommendations of the Deans' Recruitment Task Force, to include development and initiation of the new Academic Open House in Fall 2006; design and implementation of a refined Mirabeau interview and selection process; and leadership in numerous long term recruitment support activities (e.g., regular briefing of recruiters by deans, trips by deans to high school campuses, more involvement by deans during campus visits by students, counselors and teachers, development of new thrusts in advertising), all in conjunction with the Offices of Admissions and Public Relations. *excellent results*
- ✓ 2. Prioritize vacant positions as well as the last two year's and few additional "New 100" positions for filling, as enrollment projections dictate and funding permits, for Fall 2007 and beyond. In addition to the normal department-based advertisements, place global position ads in *Hispanic Outlook* and *Diverse Issues in Higher Education*. *continuing goal -*
- ✓ 3. Continue preparation for Lamar's SACS decennial reaffirmation working with the Leadership Team, the Long Range Planning Committee (which I chair), and SACS Liaison. This will include attendance at the 2006 SACS annual meeting and leadership in the: development of strategic actions, learning improvement plans and reports, vision statement and motto; refinement and implementation of the Program Improvement Review process with Mathematics as the first pilot and two A&S departments to follow; and development of budgets appropriate to carry out our continuous improvement goals. *consult - excellent drivers -*
- ✓ 4. Continue enrollment management activities, to include development of initiatives to increase graduation rates, review of admission requirements, enforcement of new probation and suspension policies, and use of tuition remission to attract new students and current students to underutilized time periods (e.g., 7 a.m., weekends, periods 8-11, F-H?). *5- applied - continue -*
- ✓ 5. Respond appropriately and effectively to System and Legislative requests prior to and during the 2007 session. *excellent - done - completed*
- ✓ 6. Continue to work toward increasing the diversity of our faculty through the broadening of applicant pools, inviting to campus speakers/lectures of color, implementing as possible the suggestions of Diversity Committee, supporting the TSUS "Grow Your Own" program, and pursuing appropriate "hires of opportunity." *continue - Advertise in appropriate Publications*
- ✓ 7. Teach College Algebra during Fall, 2006, to a large number of students in an effective manner as judged by grade distribution and course evaluation comments. *(?) a wonderful comment to position (?)*
- ✓ 8. Continue to work effectively with the TSUS General Counsel on the wide variety of personnel issues that arise almost daily, as well as with the Vice Chancellor for Academic Affairs on issues relevant to curricula, programs, technology, performance, assessment, and policy. *continue*
- ✓ 9. Continue to improve communication and trust between Academic Affairs and the faculty as well as Academic Affairs and the chairs, as measured by the effectiveness of monthly meetings with Faculty Senate and CID Executives and daily interactions with members of both groups. *excellent progress - continue -*
- ✓ 10. Assist with the comprehensive campaign through effective participation in strategy sessions, the creation of campaign literature, meetings with prospective donors, and the design of programs/projects that might be attractive to donors. *excellent progress - continue*
11. Working with Dr. Hunt, design and implement the new Center for Academic Success. *re design new direction! New Director*
- ✓ 12. Working with CID and Faculty Senate leadership, assist with the design, development, and implementation of professional development workshops for new (and perhaps continuing) academic chairs. *continue - copyright law etc*

Measurable Goals for FY 08 -- Steve Doblin, Provost and VPAA

1. Continue to implement portions of the recommendations of the Deans' Recruitment Task Force, to include expansion and improvement of the Academic Open House in Fall 2007; improvement of the Mirabeau Scholarship interview and selection process; and leadership in numerous long term recruitment support activities (e.g., regular briefing of recruiters by deans, trips by deans to high school campuses, more involvement by deans during campus visits by students, counselors and teachers, development of new thrusts in advertising), all in conjunction with the Offices of Admissions and Public Relations. [Strategic Initiatives 1a and 3b] o/c
2. Working with the deans, prioritize vacant positions as well as any new positions approved as enrollment projections dictate and funding permits for Fall 2008 and beyond. In addition to the normal department and college-developed advertisements, place global position ads in *Hispanic Outlook*, *Diverse Issues in Higher Education*, and appropriate electronic bulletin boards. [Strategic Initiatives 2a, 2b and 3b] o/c
3. Continue preparation for Lamar's SACS decennial reaffirmation working with the Leadership Team, Long Range Planning Committee (which I chair), and SACS Liaison. This will include attendance at the 2007 SACS annual meeting and leadership in the: implementation of strategic actions; service as a SPI Leader; conduct of Program Improvement Reviews for History and Computer Science in Fall 2007 and two additional departments in Spring 2008; and development of budgets appropriate to carry out our continuous improvement goals. [Strategic Initiatives 4a, 4c and 4e] o/c
4. Continue enrollment management activities, to include development of initiatives to increase graduation rates, expansion of distance education offerings (to include the partnership with HEH), review of admission requirements, enforcement of new probation and suspension policies, and use of tuition remission to attract new students and current students to underutilized time periods (e.g., 7 a.m., weekends, periods 8-11, F-H). [Strategic Initiatives 1a, 1c and 6a] o/c
5. Respond appropriately and effectively to System and THECB requests, particularly with respect to the nomination of LU faculty to systemwide and statewide committees. [Strategic Initiatives 4a and 2c] o/c
6. Continue to work toward increasing the diversity of our faculty through the broadening of applicant pools, inviting to campus speakers/lectures of color, implementing as possible the suggestions of Diversity Committee, supporting the TSUS "Grow Your Own" program, and pursuing appropriate "hires of opportunity." [Strategic Initiative 3b] o/c
7. Teach College Algebra during Fall, 2007, to a large number of students in an effective manner as judged by grade distribution and course evaluation comments. [Strategic Initiatives 1c and 1d] o/c 
8. Continue to work effectively with the TSUS General Counsel on the wide variety of personnel issues that arise almost daily, as well as with the Vice Chancellor for Academic Affairs on issues relevant to curricula, programs, technology, performance, assessment, and policy. [Strategic Initiatives 1d and 4c] o/c
9. Continue to improve communication and trust between Academic Affairs and the faculty as well as Academic Affairs and the chairs, as measured by the effectiveness of monthly meetings with Faculty Senate and CID Executives and daily interactions with members of both groups. [Strategic Initiatives 4a and 2c] o/c
10. Assist with the comprehensive campaign through effective participation in strategy sessions, meetings with prospective donors, and the design of programs/projects that might be attractive to donors. [Strategic Initiative 6a] o/c
11. Lead successful searches for the Director of the University Honors Program, the Dean of the Mary & John Gray Library, and the Associate Provost for Student Retention (and perhaps Faculty Development). [Strategic Initiative 2a] o/c
12. Complete and achieve approval from the various campus constituencies for the revised *Research Incentive Program* and the *Policies and Procedures for Academic Searches* manual. [Strategic Initiatives 2a, 2b, 2c and 6a] o/c