



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

LM

- + • Fundraising record
- Honors college
- Diversity of student body
- Work & Teachers on Doctoral degree
- ↑ graduation (↑ PERFORMANCE)
- ↑ enrollment
- Tuition mgmt (make too much, → low salary & retention)
- Good administrators - listening, encourages staff help, example
- Have system good help (Fund R) & much complaint

- Persistence of students [No real effective program]

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

+4.0%



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 cursive script 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.

- **Continued to upgrade campus facilities.**
 - Opened \$28 million science building and planetarium (16,390 visitors the first eight months).
 - Stadium renovations included a new track, removal of unsafe field conditions, the installation of artificial turf and installation of a new handicap lift.
 - Constructed four new tennis courts.
 - Completed plans for a new student center.
 - Demolished two residence halls and four apartment buildings and secured and removed two houses to make way for the new student center construction.
- **Made the campus safer.**
 - Smoke/fire alarm system, other fire safety upgrades in most E&G buildings.
 - Clery Act crimes reported down: 19% to 91.
- **Cooperation between the university administration and the Foundation and Alumni Boards reached its most productive level in more than twenty years.**

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

- **Freshman retention dropped for a second year.** Clearly, this is our major shortcoming as our retention rate dropped from 64.3% to 61.2% according to the Texas Higher Education Coordinating Board. This has been the most elusive goal in my nine years as president.
 - **Obstacle**—in an attempt to provide access, we brought in a number of at-risk students who were not able to meet expectations.
 - **Solution**—a comprehensive review and, if necessary, revision of undergraduate admission standards. *What about remedial*
- **Faculty salaries remain low in comparison to other comparable institutions in the System and the state.** A&M-Commerce ranked eighth out of ten system schools in average pay for full professors, tenth for associate professors and seventh for assistant professors.
 - **Obstacle**—desire to hold tuition and fees down has limited dollars available for faculty raises.
 - **Solution**—limit the number of new staff positions and guide dollars into salary increases.
- **Increase in ethnic diversity of administrators/faculty was not as successful as hoped.** Although we had some success in adding three Black and one Hispanic administrators, we had limited success in full-time faculty hires with no Blacks and one Hispanic.
 - **Obstacle**—a challenge finding qualified ethnic candidates.
 - **Solution**—more aggressive recruiting.

- **Enrollment growth at the undergraduate and graduate levels was not as successful as it should be.** Undergraduate headcount went from 5,265 to 5,255 (-10), while graduate headcount went from 3,282 to 3,422 (+140). This represents an overall growth rate of 1.5%, but a rate of 3% is desired.
 - Obstacle—sixteen community colleges within seventy-five miles of campus make recruitment of freshmen a major challenge.
 - Solution—need to more actively recruit transfer and graduate students.
- **Percentage of lower division undergraduate students taught by tenured and tenure-track faculty remains too low.** Our percentage dropped from 43.3% to 41.6%, which is unacceptable.
 - Obstacle—tenured and tenure-track are needed for upper level/graduate instruction.
 - Solution—get more faculty in tenured or tenure-track positions and assign them to freshman and sophomore classes.

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

- **Some obstacles are beyond our control such as:**
 - Sixteen community colleges campuses and five state universities within eighty miles, which make for a very competitive recruitment situation.
 - Commerce, with a population of 8,600 and a very rural setting, makes it a challenge to recruit students from cities and larger towns.
 - We have an “old campus” with a number of major buildings constructed in the 1920s and 30s, thus creating considerable maintenance costs.
- **Other obstacles that can be addressed include:**
 - Need to overcome a faculty, staff and alumni culture that has no tradition of financial support to the university.
 - Lack of a university-wide marketing program that can make large numbers of Texans realize that A&M-Commerce offers an extremely high quality education at a very reasonable cost.
 - The campus lacks widespread support for the concept that each and every faculty and staff member has an important role to play in student recruitment and retention.

IV. 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.

- **As a manager, I would give myself an overall grade of B in nurturing and developing my administrative staff.** In a few instances, I may have earned an A, but those were offset by some C's and an occasional D.

- **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.**

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleagues (within and outside of TAMUS)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to Communicate an Idea/Convince/ Sell an Idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Encourages Upward Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Encourages/Facilitates Downward Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Media Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Initiative/ Resourcefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" 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>					

Chief Executive Officer
Performance Assessment
Summer 2007

Name KEITH McFARLAND

Agency or Institution TAPPA-C

Review Period: From 06 To: 07

Leadership

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

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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
HR Management					
Effective Staffing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Team Building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
Comments:					