I. PURPOSE AND DEFINITION

The purpose of this policy statement is to outline both philosophy and procedure related to evaluation of administrator and administrative services of the University.

II. POLICY AND PHILOSOPHY

A. Administrators of the University hold appointment at the pleasure of the LSU Board of Supervisors. No administrator is tenured to an administrative position or holds a contractual appointment to an administrative position.

B. Administrators of the University are responsible for developing effective working relationships with multiple constituencies—students, faculty, administrative colleagues, administrative supervisors, professional and civic colleagues outside the University. An outline of responsibilities for (central) administrative officers of the University can be found in Attachment A, and is taken from the annually revised plan for University Administration.

C. Administrators of the University are subject to these avenues and instruments of evaluation:

1. Each administrator is expected to annually formulate a set of performance goals and objectives which define a plan of work mutually determined between the administrator and his/her immediate supervisor. This is the principal agenda for both responsibility and evaluation. Objectives for officers of central administration are outlined in the annually revised plan for University Administration.

2. Every administrator of the University is subject to evaluation at any time on any issue affecting the life of the University. Each decision forum of the University—departmental meetings, college meetings, Faculty Council meetings, Administrative
Council meetings—-is a forum where administrators can be, and have been, evaluated. Moreover, faculty members have the right to express an evaluation of any administrative action in both informal and formal written communication to the appropriate administrator and his/her supervisor. And the faculty member has the the right of appeal through the formal grievance procedures of the University as defined in the Faculty Handbook.

3. Finally, administrators and administrative services should be subject to formal evaluation in periodic questionnaires submitted to enrolled students, to alumni, and to faculty.

D. The principles of evaluation that should mark the evaluation of administrators are those that should characterize any personnel evaluative interaction:

1. Improvement Centered--The primary purpose of any evaluation, whether in program or personnel or policy, is to effect improvement in performance.

2. Candor and Courtesy--Every person has the right to be treated with candor and dignity, with face-to-face discussions of both performance criteria and performance.

3. Public Agenda--Evaluations should be based on a public and mutually understood agenda of performance goals and performance criteria.

4. Unobtrusive--Evaluations should be woven into the daily work of the University, should be continuous rather than crisis centered where possible, and should not be encumbered with a weight or process and paper that makes the evaluation process onerous and a distraction from the fundamental work of the University.

5. Hospitality to Mistakes--Evaluation should recognize the inevitability of mistakes and occasional errors in judgment that occur with any attempt to risk and to achieve. Some reasonable hospitality to the learning that can come from an evaluation of mistakes is therefore important.

6. Courage—When it becomes clear, however, that a serious mismatch between administrative talent and administrative position is probable, then a direct, courageous but compassionate approach is expected to effect a change.
III. PROCEDURES

A. Each administrative officer of the University will formulate a plan of performance goals and objectives to be discussed with his/her immediate supervisor at the beginning of each year. In the case of officers of the central administration, these goals and objectives will become a part of the yearly plan for University Administration.

B. The Chancellor and other officers of the Central Administration shall furnish opportunity for evaluation of administrators and administrative services via periodic questionnaires to enrolled students, to alumni, and to faculty.

APPROVED

E. Grady Bogue
Chancellor

Date 11/30/80
Effective 11/30/80
Mission of Utah Central Administration

1. Institutional Mission and Purpose. Ensuring that a vision of institutional purpose and direction are articulated that inform and resonate with the faculty/staff.

2. Communication. Establishing a comprehensive suite of communication between University and community.

3. Resource Allocation. Making viable to appropriate decision-making and funding resources necessary to carry out University mission.

4. Resource Organization. Constructing effective patterns of organization so that there are effective structures of control and task.

5. Presence and Personal Development. Investing in the growth of University human resources. Ensuring that all resources are utilized in the most effective manner.

6. Professional and Personal Development. Investing in the growth of University human resources. Ensuring that all resources are utilized in the most effective manner.

7. Institutional Performance. Recognizing the formal of educational, research and public service.

8. Conflict Resolution. Recognizing the constructive uses of dissent to provide appropriate forums for conflict resolution.

Institutional Leadership: but do seem to be the explicit obligation of those holding administrative roles at the University here are responsibilities which are not exclusive to officers of central administration.
16. Student Focus
   - Expected for students to learn to meet the demands of the environment.
   - Promote student involvement in community service and development.

15. Developing a responsible, efficient, and effective student body
   - Enhance the student body through community service.
   - Provide a model for professional behavior.

14. Community/Professional Service
   - Provide a model for professional behavior.
   - Enhance the student body through community service.

13. Student Leadership
   - Enhance the student body through community service.
   - Provide a model for professional behavior.

12. Information Management
   - Enhance the student body through community service.
   - Provide a model for professional behavior.

11. Internal Coordination
   - Enhance the student body through community service.
   - Provide a model for professional behavior.

10. Performance Culture
   - Enhance the student body through community service.
   - Provide a model for professional behavior.

9. Academic Freedom and Responsibility
   - Enhance the student body through community service.
   - Provide a model for professional behavior.

8. Support for the University's mission, a climate of caring and high expectation for success.
   - Promote student involvement in community service and development.
   - Enhance the student body through community service.

7. Valuing Commitment
   - Enhance the student body through community service.
   - Provide a model for professional behavior.

6. Student Focus
   - Expected for students to learn to meet the demands of the environment.
   - Promote student involvement in community service and development.

5. Developing a responsible, efficient, and effective student body
   - Enhance the student body through community service.
   - Provide a model for professional behavior.

4. Community/Professional Service
   - Provide a model for professional behavior.
   - Enhance the student body through community service.

3. Student Leadership
   - Enhance the student body through community service.
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2. Information Management
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