

SHREVEPORT

Office of the Chancellor

POLICY STATEMENT

NO. 1 09.01

COORDINATED BY Office of the Chancellor

EFFECTIVE November 30, 1990

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REVISED November 30, 1990

SUBJECT EVALUATION OF ADMINISTRATION AND ADMINISTRATIVE SERVICES

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

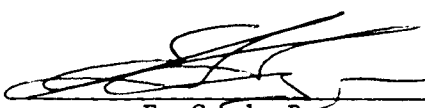
- A. Administrators of the University hold appointment at the pleasure of the LSU Board of Supervisors. No administrator is tenured to an administrative position or holds a contractual appointment to an administrative position.
- B. Administrators of the University are responsible for developing effective 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  _____ 11/30/90 11/30/90
E. Grady Bogue Date Effective
Chancellor

MISSION OF LSUS CENTRAL ADMINISTRATION

Outlined here are responsibilities which are not exclusive to officers of central administration but do seem to be the special obligation of those holding administrative roles at the institutional level:

1. Institutional Mission and Purpose. Ensuring that a vision of institutional purpose is defined and continually renewed, that forums are maintained for the faculty/staff to continually define the role of the University.
2. Communication Liaison. Establishing bonds of communication between University and community. Articulating University purpose and performance to both internal and external community.
3. Resource Acquisition. Making visible to appropriate decision makers and funding sources the financial, personnel, and facility needs of the University and acquiring the resources necessary to carry out University mission.
4. Resource Organization. Constructing effective patterns of organization so that there are effective matches of talent and tasks.
5. Resource Stewardship. Insuring that all resources are utilized in the most effective and efficient way possible and in accordance with standards of ethical practice and guiding policy from other agencies.
6. Professional and Personal Development. Investing in the growth of University human resources by providing opportunity for continuing development of staff and faculty.
7. Institutional Renewal. Encouraging the renewal of personnel, programs and policies by providing opportunity for continuing development of staff and faculty.
8. Conflict Resolution. Recognizing the constructive uses of dissent by providing appropriate forums for conflict resolution.

9. Academic Freedom and Responsibility. Acting as a buffer between University and community so that pursuit of truth is unimpeded by political considerations. Insuring that academic freedom is balanced with academic responsibility.
10. Performance Climate. Setting a standard of integrity, excellence, and compassion before University and community. Building a climate of high expectations in which the best is expected of both staff and students and diversity of personality and talent is respected and affirmed.
11. Internal Coordination. Designing and implementing a planning process in which aspirations and needs of various University units and programs are coordinated, and linked to the budgeting process. Arranging planning involvements so that faculty and staff participate in the ownership of the Institution's future.
12. Information Management. Making available for decision purposes information profiles from both external and internal sources.
13. Future Sensing. Anticipating the social, economic, and political trends which might affect the future of the University. Testing the assumptions on which University plans are being constructed. Examining potential for the University to be involved in both shaping and responding to the future.
14. Community/Professional Service. Providing a model of professional behavior through service involvements in community and professional activity---state, regional, national. Using these involvements as a means of acquiring new ideas and remaining sensitive to environmental trends affecting the University.
15. Values Commitment. Examining and making visible the values to which the University community gives allegiance through its policies and staff/faculty behavior. Subjecting these values to continual examination.
16. Student Focus. Emphasizing concern for students by insuring that practices and policies of the University establish a climate of caring and high expectation for students.