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
8. Appropriate forms of conflict resolution. Recognizing the constructive uses of dissent by providing...

7. Institutional processes. Encouraging the renewal of academic programs and policies.

6. Professional and personal development. Investigating the growth of university human resources. Identifying their actual resources and their effective use.

5. Clear and effective patterns of talent and tasks. Building policy from other resources.

4. Resource organization. Constructing effective patterns of organization so that resources necessary to carry out university mission.

3. Effective community. Establishing appropriate procedures and performance to both individual and collective community.

2. Communication liaison. Establishing bonds of communication between university and society.

1. Strategic mission and purpose. Ensuring that a vision of institutional purpose and mission are responsible to those duties and administrative roles of the deans and their staff, and by which the university is defined and communicated. Formalizes the faculty/staff as outlined here are responsible for which are not exclusive to duties of central administration.

MISSION OF LUSG CENTRAL ADMINISTRATION
   - Students take the lead in their own learning, pursuing knowledge and skills that are relevant to their personal and professional goals.

   - Students reflect on their own experiences and learning, and use this reflection to guide their future actions and decisions.

14. Community/Professional Service: Developing a commitment to the community.
   - Students engage in community service and professional service, and use these experiences to develop their sense of responsibility and social conscience.

   - Students focus on developing the skills and knowledge necessary for success in their future careers and lives.

12. Information Management: Developing a commitment to information management.
   - Students develop skills in managing and using information effectively.

11. Internal Coordination: Developing a commitment to internal coordination.
   - Students develop skills in coordinating internal processes and systems.

   - Students develop skills in evaluating their own performance and the performance of others.

   - Students develop an understanding of the principles of academic freedom and responsibility, and use these principles to guide their own actions.

8. Community and Diversity: Developing a commitment to diversity and community.
   - Students develop an understanding of the value of diversity and community, and use this understanding to guide their actions.

   - Students develop an understanding of the value of intellectual freedom, and use this understanding to guide their actions.

6. Student Focus: Developing a commitment to personal development.
   - Students develop skills in personal development, and use these skills to guide their own actions.

5. Reflective Learning: Developing a commitment to continuous learning.
   - Students develop skills in continuous learning, and use these skills to guide their own actions.

4. Community/Professional Service: Developing a commitment to community service.
   - Students develop skills in community service, and use these skills to guide their own actions.

   - Students develop skills in future success, and use these skills to guide their own actions.

2. Information Management: Developing a commitment to information management.
   - Students develop skills in information management, and use these skills to guide their own actions.

1. Internal Coordination: Developing a commitment to internal coordination.
   - Students develop skills in internal coordination, and use these skills to guide their own actions.

0. Performance Evaluation: Developing a commitment to performance evaluation.
   - Students develop skills in performance evaluation, and use these skills to guide their own actions.