



**Policy and Procedures for the Evaluation of
the President and Vice Presidents**



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Policy and Procedures for the Evaluation of the President and Vice Presidents

PURPOSES OF EVALUATION OF SENIOR ADMINISTRATORS

In order to promote systematic analysis for the improvement of the institution and to meet the requirements of the Southern Association of Colleges and Schools (SACS), an evaluation system for the assessment of senior administrators, specifically the President and the Vice Presidents, has been established at Southeastern Louisiana University.

Generally, the purpose of evaluation of senior administrators is to assess the quality and substance of administrative performance in the context of the University's mission, vision, and strategic goals. The role of any university senior administrator is exceedingly complex, diverse, and difficult. Accordingly the evaluation must reflect the role and scope of administrative duties and expectations while fostering a positive climate for growth in professional competence and leadership.

- ***Formal evaluation promotes accountability***
Formal evaluation makes clear that senior administrators are accountable for their decisions. While administrative decisions are, in part, governed by legal restrictions, ethical obligations, and sociopolitical realities, the actions of senior administrators are integral to the success of the institution and the persons affected by the institution -- students, faculty, staff, the community, governing boards, and supporters.
- ***Evaluation provides an institutional context for judging performance.***
The roles of senior administrators are part of a much larger institutional framework, thus they are embedded within the University. The actions taken by them have a grave and potentially enduring effect on how the University operates and what students gain from participation in academic and student activities.
- ***Evaluation promotes and strengthens effective leadership.***
While formal evaluation might seem to dilute individual authority and charisma, within an institution that values shared governance, effective leadership is not based on individual strength. Leadership should be based on proven results, and formal evaluation, when appropriately conducted, increases understanding and appreciation for the administrator's tasks and credibility for the outcomes.
- ***Evaluation provides systematic evidence of effectiveness, thereby reducing capricious judgment.***
Formal evaluation provides an orderly and structured process for gathering objective evidence about performance. The evaluation should be based on well-defined criteria that include process and outcome data. Systematic methodology clearly specifies who will evaluate, when and how.

In addition, the evaluation framework specifies how evaluation results will be disseminated and used. Such systematic evidence should reduce dependence on arbitrary opinion-gathering.

- ***Formal evaluation provides a means for checking institutional goal achievement.***

The growth of the University requires effective leaders who embrace and promote the institution's goals. By serving to focus at least in part on performance outcomes, the evaluation process requires that the goals be periodically reviewed and progress towards those goals be described.

**from McKerrow & Dennis, Evaluation of University Presidents: Broadening the Perspective*



Policy and Procedures for the Evaluation of the President and Vice Presidents

GUIDELINES FOR THE EFFECTIVE EVALUATION OF THE UNIVERSITY PRESIDENT AND VICE PRESIDENTS

The policies and procedures described in this document adhere to the following described guidelines. These guidelines are intended to make the evaluation process effective, fair, and meaningful.

- ***Objectivity***

Objectivity extends to the criteria to be assessed, the process for completion of the evaluation, and the selection of persons who will participate in evaluation.

- ***Clearly-defined criteria that relate to the university's missions & goals***

The criteria for evaluation encompass an appropriate scope. The criteria include outcome standards that relate the actions of the individual to the mission and goals of the University as well as process criteria that describe the critical behaviors of effective leaders.

The major outcome criteria are in the form of performance goals set by the administrator each year. In addition to the performance goals, the administrator will determine the performance indicators to be used to assess his or her attainment. Performance goals may vary from year to year; however, there are certain job-specific functions for each administrative position that should be evaluated each year whether selected for emphasis that year or not.

Not only are the outcomes of the administrator's actions important, but also the process through which those outcomes were achieved. Thus, an assessment of the administrator's management style should be part of the evaluation.

- ***Meaningful evaluation***

Meaningful evaluation of an individual's job performance can be made only by those in a position to observe that performance. Opinions concerning the President's performance will be limited to those faculty, students, staff, and others in positions that afford them enough interaction with the President to make meaningful judgments. The same principle is applied to the evaluation of the Vice Presidents.

To assure that the evaluations are as honest as possible, any university employee asked for opinions concerning presidential or vice presidential performance will be guaranteed anonymity.

- ***Well-planned schedule of implementation***

A timetable for evaluation has been established that provides an adequate period for data collection, review, and feedback.

- ***Clear policy for reporting and use***

Some individual or group should be the focal point for receiving and reviewing the various types of information relevant to job performance in any position. With the Vice Presidents (as with most employees) this role will be filled by their direct supervisor -- the President. However, in the case of the

President of the University, there is no supervisor within the university. A Presidential Evaluation Review Committee will carry out certain aspects of the evaluation normally handled by an employee's supervisor.

The results of each evaluation are to be shared with the evaluated administrator. As appropriate for professionals, the results of the evaluation are to remain confidential. Documentation that the evaluation has taken place must be maintained for accreditation records.

- ***Opportunity for response and self-assessment***

By engaging in the performance planning process, i.e., the setting of performance goals, the presentation of evidence related to the attainment of those goals, and the discussion of the performance plan with the individual or group responsible for evaluation, each evaluated administrator has, in effect, completed a self-assessment and had an opportunity for response.

- ***Review of the evaluation process***

The evaluation process itself must be periodically reviewed and revised as necessary. At the discretion of the President, a committee should be assigned the responsibility of reviewing the procedures and policies and making recommendations for improvement.

* *Guidelines have been adapted from Evaluating College and University Presidents, AASCU*



Policy and Procedures for the Evaluation of the President and Vice Presidents

PROCEDURES FOR THE EVALUATION OF THE PRESIDENT

Evaluation of the President will be performed on an annual basis. Components of evaluation include the President's completion of the Performance Planning Document (goals and suggested indicators) at the beginning of each academic year, the compilation of results generated from responses to the President's Annual Evaluation Form completed by constituents from the university and community, and the President's report of performance attainment made at the end of the academic year.

Performance Goals and Indicators

At the beginning of each academic year, the President will outline yearly individual performance goals and suggested specific performance indicators reflective of long-term strategic goals for Southeastern. These goals will be reviewed with members of the Presidential Review Committee at the beginning of the fall semester. During the summer following each academic year, the President will document to what extent the goals and indicators were met the previous year. During the summer months, this documentation will be shared with the Presidential Review Committee.

President's Annual Evaluation Form

During the spring semester, the President's Annual Evaluation Form, which contains job specific and general performance rating scale items and an open-ended question, will be completed by faculty, staff, students, and others as specified in the following section of this manual.

Technical support will be provided by the Office of Institutional Research and Assessment for distribution, collection and analysis of data. Narrative comments will be compiled verbatim by the Office of Institutional Research and Assessment. Responses on the President's Annual Evaluation Form will be analyzed using descriptive statistics. The compilation of verbatim results as well as descriptive statistics will be sent to the President and the Presidential Review Committee.

Persons to Complete the President's Annual Evaluation Form

The following persons will evaluate the President through completion of the Annual Evaluation Form:

1. Vice Presidents
2. Academic Deans -- Colleges, Continuing Education, Library
3. Selected Faculty to include the Faculty Senate Executive Committee, University Planning Council Members not included in #2 or #4, and chair of the Athletics Committee.
4. Specified unclassified employees to include the Executive Assistant to the President; the Administrative Assistant to the President; Director, Internal Audit; Director, Budgets; Controller; Director, Athletics; Director, Auxiliary Services; Director, Facility Planning; Director, Human Resources; Director, Development; Director, Public Information; Director, Alumni Services; Dean, Enrollment Services; Assistant Vice President, Technology; Assistant Vice President, Academic Affairs; Director, Purchasing.
5. Students to include the SGA officers and Cabinet and ten (10) randomly selected student leaders (other than SGA) from a list of 20 names supplied by the President each year.

6. Community representatives to include the President's Community Advisory Committee and all area legislators.
7. Representatives from the Alumni Association Board and the Southeastern Development Foundation Board.

Evaluation Review and Report

During the summer following each academic year, the President will meet with the Presidential Review Committee to discuss achievement of yearly goals and how they help meet the university's long range strategic goals, and the results of the President's Annual Evaluation Form.

The Presidential Review Committee will prepare a summary report using available evaluation data which consists of the completed Performance Planning Document (goals and indicators), the results of the President Annual Evaluation Form (specific and general items), and the compiled verbatim comments from the President Annual Evaluation Form. Additional indirect evaluation data may be available for the committee's review. For example, faculty and staff surveys regarding their perceptions of the university may be available on a periodic basis from the Office of Institutional Research and Assessment.

The chair of the Presidential Review Committee is responsible for submitting a copy of the report summarizing all activities to the President. This report will also be filed and maintained by the Office of Institutional Research and Assessment.

The Presidential Review Committee

The Presidential Review Committee is a standing committee appointed each year by the President for the purpose of administering the presidential evaluation procedures described in this policy manual. The committee consists of the chair of the Department Heads Council, a representative of the Deans Council, a representative of the Vice Presidents, the Faculty Senate President, the Student Government Association President, and the chair of the President's Community Advisory Committee. The chair of the committee should be elected each year by the members. The Office of Institutional Research and Assessment serves in a technical advisory capacity to this committee.



Policy and Procedures for the Evaluation of the President and Vice Presidents

PROCEDURES FOR THE EVALUATION OF THE VICE PRESIDENTS

Evaluation of the Vice Presidents will be performed on an annual basis in a manner similar to the President's evaluation described above.

Performance Goals and Indicators

At the beginning of each academic year, each Vice President will outline yearly individual performance goals and specific performance indicators reflective of long-term goals for his or her respective division and in accordance with the University's mission and strategic plan. Each Vice President will meet with the President to review these goals during the fall semester.

During the summer following each academic year, each Vice President will document to what extent the goals and indicators were met the previous year. During the summer months, this documentation will be shared with the President.

Vice President's Annual Evaluation Form

The Vice President's Annual Evaluation Form contains rating scale items and an open-ended item which pertain to the general performance and responsibilities of the Vice Presidents. At the beginning of each academic year, each Vice President in collaboration with the President will determine up to five additional items for evaluation appropriate to the specific roles and functions of that individual. These job-specific indicators will be converted to a measurable format and added to each Vice President's Annual Evaluation Form. Technical assistance and preparation will be provided by the Office of Institutional Research and Assessment.

During the spring semester, the Vice President's Annual Evaluation Form (one for each Vice President) will be completed by faculty, staff, students, and others as specified in the following section of this manual.

Technical support will be provided by the Office of Institutional Research and Assessment for distribution, collection and analysis of data. Narrative comments will be compiled verbatim by the Office of Institutional Research and Assessment. Responses on the Vice President's Annual Evaluation Form will be analyzed using descriptive statistics. The compilation of verbatim results as well as descriptive statistics will be sent to each Vice President and the President.

Persons to Complete the Vice Presidents' Annual Evaluation Forms

The following persons will evaluate the Provost through completion of the Annual Evaluation Form:

1. Other Vice Presidents
2. Academic Deans -- Colleges, Continuing Education, Library
3. Staff reporting directly to the Provost based on the most current organizational chart.
4. Five (5) randomly selected department heads from a list of 13 names supplied by the Provost each year.
5. Ten (10) randomly selected faculty from a list of 30 names supplied by the Provost each year.

6. Five (5) randomly selected unclassified employees from within the Division from a list of 10 names supplied by the Provost each year and five (5) randomly selected classified employees from within the Division from a list of 10 names supplied by the Provost each year, excluding those in #2, #3, #4, and #5 above.

The following persons will evaluate the Vice President for Administration & Finance through completion of the Annual Evaluation Form:

1. Other Vice Presidents
2. Academic Deans -- Colleges, Continuing Education, Library
3. Staff reporting directly to the Vice President based on the most current organizational chart.
4. Ten (10) randomly selected faculty and department heads from a list of 30 names supplied by the Vice President each year.
5. Three (3) randomly selected unclassified employees and ten (10) randomly selected classified employees from within the Division, excluding those in #3 above.

The following persons will evaluate the Vice President for Student Affairs through completion of the Annual Evaluation Form:

1. Other Vice Presidents
2. Academic Deans -- Colleges, Continuing Education, Library
3. Staff reporting directly to the Vice President based on the most current organizational chart.
4. Ten (10) randomly selected faculty from a list of 30 names supplied by the Vice President each year.
5. SGA officers and cabinet members
6. Ten (10) randomly selected students leaders (other than SGA) from a list of 30 names supplied by the Vice President each year.
7. Five (5) randomly selected unclassified employees and five (5) randomly selected classified employees from within the Division, excluding those in #3 above.

The following persons will evaluate the Vice President for University Advancement through completion of the Annual Evaluation Form:

1. Other Vice Presidents
2. Academic Deans -- Colleges, Continuing Education, Library
3. Director of Athletics
4. Staff reporting directly to the Vice President based on the most current organizational chart.
5. Five (5) randomly selected faculty from a list of 15 names supplied by the Vice President each year.
6. Four (4) randomly selected unclassified employees and four (4) randomly selected classified employees from within the Division, excluding those in #4 above.
7. Executive Committee, Development Foundation Board
8. Executive Committee, Alumni Association Board

Evaluation Review and Report

During the summer following each academic year, the President will meet with each Vice President to review the results of the Vice President's Annual Evaluation Form and discuss the achievement of the performance goals. The President will write a brief summary of the evaluation for each Vice President. The summaries of these evaluations will be maintained by the President's office in the personnel folder of each Vice President.



**Policy and Procedures for the Evaluation of the
President and Vice Presidents**

COMPREHENSIVE TIMETABLE OF EVALUATION ACTIVITIES

Summer of each Academic Year	The President and Vice Presidents will begin the formulation of performance planning goals and suggested indicators recorded on the performance planning document.
Early Fall of each Academic Year	<p>The President will meet with the Presidential Review Committee to discuss performance planning goals</p> <p>Each Vice President will meet with the President to discuss performance planning goals and indicators and to determine up to 5 additional specific rating scale items for inclusion on the Annual Evaluation Form. These items should be submitted to the Office of Institutional Research and Assessment no later than October 15.</p>
March of each Academic Year	The Office of Institutional Research and Assessment will contact the President and the Vice Presidents to obtain the names of those persons suggested for completing the evaluation. The names should be submitted no later than the third week of March.
Early April of each Academic Year	The Office of Institutional Research and Assessment will distribute, collect, and analyze the President's and Vice Presidents' Annual Evaluation Forms. The data gathering should be completed no later than April 15. (Note: The results will be sent to the appropriate parties <u>after</u> the completion of director/Dean/staff evaluations by the senior administration.)
Late April - early May of each Academic Year	Evaluations of directors, Deans, and other staff reporting to the senior administration are completed. Evaluations and performance conferences should be completed no later than June 1.
Summer of each Academic Year:	<p>The President will meet with the Presidential Review Committee to discuss the attainment of performance planning goals. The chair of the Committee will submit a summary report on behalf of the Committee to the President and to the Office of Institutional Research and Assessment no later than July 1.</p> <p>The President will meet with each Vice President to discuss the attainment of the Vice President's performance planning goals and the results of the Annual Evaluation Form. A summary written by the President for each Vice President will be filed in the personnel folder by July 1.</p>



SOUTHEASTERN
LOUISIANA UNIVERSITY

**Policy and Procedures for the Evaluation of the
President and Vice Presidents**

APPENDIX A

President's Annual Evaluation Form

Annual Evaluation Form for the Provost

Annual Evaluation Form for the Vice President for Administration & Finance

Annual Evaluation Form for the Vice President for Student Affairs

Annual Evaluation Form for the Vice President for University Advancement

**ANNUAL APPRAISAL OF THE PRESIDENT'S PERFORMANCE AND EFFECTIVENESS
SOUTHEASTERN LOUISIANA UNIVERSITY**

INSTRUCTIONS:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Please rate the President on the following aspects of performance and • Use a #2 pencil only • Fill in the bubbles completely | <ul style="list-style-type: none"> • Erase completely to change answers • Do not make any stray marks |
|---|---|

1 = POOR, 2 = FAIR, 3 = GOOD, 4 = EXCELLENT, N = NOT OBSERVED

LEADERSHIP ABILITY

Provides leadership in developing, communicating, and implementing	① ② ③ ④ N
Inspires others to do their best.	① ② ③ ④ N
Delegates authority and responsibilities appropriately.	① ② ③ ④ N
Builds teamwork among colleagues and subordinates.	① ② ③ ④ N
Provides sound fiscal management.	① ② ③ ④ N
Keeps current regarding trends and issues in higher education.	① ② ③ ④ N
Contributes to developing and enhancing the academic quality of the university.	① ② ③ ④ N

DECISION MAKING AND PROBLEM SOLVING

Consults with appropriate individuals before making decisions	① ② ③ ④ N
Gathers information needed for sound decision making	① ② ③ ④ N
Considers alternative solutions to problems before making a decision.	① ② ③ ④ N
Makes sound decisions in a timely manner.	① ② ③ ④ N

CONCERN FOR FACULTY AND STAFF

Recognizes and awards accomplishments of outstanding faculty and staff.	① ② ③ ④ N
Creates a climate of respect and high morale.	① ② ③ ④ N
Facilitates employees' professional development.	① ② ③ ④ N
Listens carefully and asks questions when needed.	① ② ③ ④ N
Is accessible to faculty and staff.	① ② ③ ④ N
Responds to issues of concern to faculty.	① ② ③ ④ N

CONCERN FOR STUDENTS

Communicates well with students.	① ② ③ ④ N
Promotes an environment which nourishes individual student growth and achievement.	① ② ③ ④ N
Assists faculty and staff in developing student leaders.	① ② ③ ④ N
Puts students first and wants students to succeed.	① ② ③ ④ N

MANAGEMENT

Assigns work effectively and fairly.	① ② ③ ④ N
Arranges/manages resources as to facilitate the accomplishment of work.	① ② ③ ④ N
Sets priorities for action.	① ② ③ ④ N
Communicates performance expectations clearly.	① ② ③ ④ N
Provides feedback to subordinates.	① ② ③ ④ N
Effectively recruits and selects appropriately qualified staff.	① ② ③ ④ N
Provides for meaningful staff orientation and professional development.	① ② ③ ④ N
Evaluates staff effectively and fairly.	① ② ③ ④ N

EXTERNAL RELATIONS

Portrays a progressive and professional image of the university.	① ② ③ ④ N
Relates to and communicates with the external community.	① ② ③ ④ N
Is accessible to and involved with the community.	① ② ③ ④ N
Encourages partnerships with the community, business, industry, and other educational institutions.	① ② ③ ④ N
Is politically astute.	① ② ③ ④ N
Exhibits good media presence.	① ② ③ ④ N

FISCAL LEADERSHIP

Works to increase state appropriations for the university.	① ② ③ ④ N
Works with businesses, corporations, and individuals to create new revenue sources for the	① ② ③ ④ N
Works to increase funds generated by external grants and contracts.	① ② ③ ④ N
Supports the development of ideas into fundable opportunities.	① ② ③ ④ N

OVERALL PERFORMANCE AND EFFECTIVENESS

Overall, rate the performance and effectiveness of the President.	① ② ③ ④ N
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PLEASE COMMENT ON ANY ASPECT OF THE PRESIDENT'S PERFORMANCE AND EFFECTIVENESS:

ANNUAL APPRAISAL OF THE PROVOST'S PERFORMANCE AND EFFECTIVENESS SOUTHEASTERN LOUISIANA UNIVERSITY

INSTRUCTIONS:

- Please rate the Provost on the following aspects of performance and
- Use a #2 pencil only
- Fill in the bubbles completely
- Erase completely to change answers
- Do not make any stray marks

1 = POOR, 2 = FAIR, 3 = GOOD, 4 = EXCELLENT, N = NOT OBSERVED

LEADERSHIP ABILITY

Provides leadership in developing, communicating, and implementing	① ② ③ ④ N
Inspires others to do their best.	① ② ③ ④ N
Delegates authority and responsibilities appropriately.	① ② ③ ④ N
Builds teamwork among colleagues and subordinates.	① ② ③ ④ N
Provides sound fiscal management.	① ② ③ ④ N
Keeps current regarding trends and issues in higher education.	① ② ③ ④ N

DECISION MAKING AND PROBLEM SOLVING

Consults with appropriate individuals before making decisions	① ② ③ ④ N
Gathers information needed for sound decision making	① ② ③ ④ N
Considers alternative solutions to problems before making a decision.	① ② ③ ④ N
Makes sound decisions in a timely manner.	① ② ③ ④ N

CONCERN FOR FACULTY AND STAFF

Recognizes and awards accomplishments of outstanding faculty and staff.	① ② ③ ④ N
Creates a climate of respect and high morale.	① ② ③ ④ N
Facilitates employees' professional development.	① ② ③ ④ N
Listens carefully and asks questions when needed.	① ② ③ ④ N
Is accessible to faculty and staff.	① ② ③ ④ N

CONCERN FOR STUDENTS

Promotes an environment which nourishes student growth and achievement.	① ② ③ ④ N
---	-----------

MANAGEMENT

Assigns work effectively and fairly.	① ② ③ ④ N
Arranges/manages resources as to facilitate the accomplishment of work.	① ② ③ ④ N
Sets priorities for action.	① ② ③ ④ N
Communicates performance expectations clearly.	① ② ③ ④ N
Provides feedback to subordinates.	① ② ③ ④ N

Effectively recruits and selects appropriately qualified staff.	①	②	③	④	N
Provides for meaningful staff orientation and professional development.	①	②	③	④	N
Evaluates staff effectively and fairly.	①	②	③	④	N

EXTERNAL RELATIONS

Portrays a progressive and professional image of the university.	①	②	③	④	N
Relates to and communicates with the external community.	①	②	③	④	N
Is accessible to and involved with the community.	①	②	③	④	N
Encourages partnerships with the community, business, industry, and other educational institutions.	①	②	③	④	N

JOB SPECIFIC FACTORS

	①	②	③	④	N
	①	②	③	④	N
	①	②	③	④	N
	①	②	③	④	N
	①	②	③	④	N

OVERALL PERFORMANCE AND EFFECTIVENESS

Overall, rate the performance and effectiveness of the Provost.	①	②	③	④	N
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PLEASE COMMENT ON ANY ASPECT OF THE PROVOST'S PERFORMANCE AND EFFECTIVENESS:

**ANNUAL APPRAISAL OF THE VICE PRESIDENT FOR ADMINISTRATION & FINANCE'S
PERFORMANCE AND EFFECTIVENESS
SOUTHEASTERN LOUISIANA UNIVERSITY**

INSTRUCTIONS:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Please rate the Vice President for Administration & Finance on the following aspects of performance and • Use a #2 pencil only • Fill in the bubbles completely | <ul style="list-style-type: none"> • Erase completely to change answers • Do not make any stray marks |
|---|---|

1 = POOR, 2 = FAIR, 3 = GOOD, 4 = EXCELLENT, N = NOT OBSERVED

LEADERSHIP ABILITY

Provides leadership in developing, communicating, and implementing institutional goals	① ② ③ ④ N
Inspires others to do their best.	① ② ③ ④ N
Delegates authority and responsibilities appropriately.	① ② ③ ④ N
Builds teamwork among colleagues and subordinates.	① ② ③ ④ N
Provides sound fiscal management.	① ② ③ ④ N
Keeps current regarding trends and issues in higher education.	① ② ③ ④ N

DECISION MAKING AND PROBLEM SOLVING

Consults with appropriate individuals before making decisions	① ② ③ ④ N
Gathers information needed for sound decision making	① ② ③ ④ N
Considers alternative solutions to problems before making a decision.	① ② ③ ④ N
Makes sound decisions in a timely manner.	① ② ③ ④ N

CONCERN FOR FACULTY AND STAFF

Recognizes and awards accomplishments of outstanding faculty and staff.	① ② ③ ④ N
Creates a climate of respect and high morale.	① ② ③ ④ N
Facilitates employees' professional development.	① ② ③ ④ N
Listens carefully and asks questions when needed.	① ② ③ ④ N
Is accessible to faculty and staff.	① ② ③ ④ N

MANAGEMENT

Assigns work effectively and fairly.	① ② ③ ④ N
Arranges/manages resources as to facilitate the accomplishment of work.	① ② ③ ④ N
Sets priorities for action.	① ② ③ ④ N
Communicates performance expectations clearly.	① ② ③ ④ N
Provides feedback to subordinates.	① ② ③ ④ N

Effectively recruits and selects appropriately qualified staff.	①	②	③	④	N
Provides for meaningful staff orientation and professional development.	①	②	③	④	N
Evaluates staff effectively and fairly.	①	②	③	④	N

EXTERNAL RELATIONS

Portrays a progressive and professional image of the university.	①	②	③	④	N
Relates to and communicates with the external community.	①	②	③	④	N
Is accessible to and involved with the community.	①	②	③	④	N
Encourages partnerships with the community, business, industry, and other educational	①	②	③	④	N

JOB SPECIFIC FACTORS

	①	②	③	④	N
	①	②	③	④	N
	①	②	③	④	N
	①	②	③	④	N
	①	②	③	④	N

OVERALL PERFORMANCE AND EFFECTIVENESS

Overall, rate the performance and effectiveness of the Vice President for Administration &	①	②	③	④	N
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PLEASE COMMENT ON ANY ASPECT OF THE VICE PRESIDENT FOR ADMINISTRATION & FINANCE'S PERFORMANCE AND EFFECTIVENESS:

**ANNUAL APPRAISAL OF THE VICE PRESIDENT FOR STUDENT AFFAIRS'
PERFORMANCE AND EFFECTIVENESS
SOUTHEASTERN LOUISIANA UNIVERSITY**

INSTRUCTIONS:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Please rate the Vice President for Student Affairs on the following aspects of performance and • Use a #2 pencil only • Fill in the bubbles completely | <ul style="list-style-type: none"> • Erase completely to change answers • Do not make any stray marks |
|--|---|

1 = POOR, 2 = FAIR, 3 = GOOD, 4 = EXCELLENT, N = NOT OBSERVED

LEADERSHIP ABILITY

Provides leadership in developing, communicating, and implementing institutional goals	① ② ③ ④ N
Inspires others to do their best.	① ② ③ ④ N
Delegates authority and responsibilities appropriately.	① ② ③ ④ N
Builds teamwork among colleagues and subordinates.	① ② ③ ④ N
Provides sound fiscal management.	① ② ③ ④ N
Keeps current regarding trends and issues in higher education.	① ② ③ ④ N

DECISION MAKING AND PROBLEM SOLVING

Consults with appropriate individuals before making decisions	① ② ③ ④ N
Gathers information needed for sound decision making	① ② ③ ④ N
Considers alternative solutions to problems before making a decision.	① ② ③ ④ N
Makes sound decisions in a timely manner.	① ② ③ ④ N

CONCERN FOR FACULTY AND STAFF

Recognizes and awards accomplishments of outstanding faculty and staff.	① ② ③ ④ N
Creates a climate of respect and high morale.	① ② ③ ④ N
Facilitates employees' professional development.	① ② ③ ④ N
Listens carefully and asks questions when needed.	① ② ③ ④ N
Is accessible to faculty and staff.	① ② ③ ④ N

CONCERN FOR STUDENTS

Accessible to students.	① ② ③ ④ N
Communicates well with students.	① ② ③ ④ N
Promotes an environment which nourishes individual student growth and achievement.	① ② ③ ④ N
Assists faculty and staff in developing student leaders.	① ② ③ ④ N
Puts students first and wants students to succeed.	① ② ③ ④ N

MANAGEMENT

Assigns work effectively and fairly.	① ② ③ ④ N
Arranges/manages resources as to facilitate the accomplishment of work.	① ② ③ ④ N
Sets priorities for action.	① ② ③ ④ N
Communicates performance expectations clearly.	① ② ③ ④ N
Provides feedback to subordinates.	① ② ③ ④ N
Effectively recruits and selects appropriately qualified staff.	① ② ③ ④ N
Provides for meaningful staff orientation and professional development.	① ② ③ ④ N
Evaluates staff effectively and fairly.	① ② ③ ④ N

EXTERNAL RELATIONS

Portrays a progressive and professional image of the university.	① ② ③ ④ N
Relates to and communicates with the external community.	① ② ③ ④ N
Is accessible to and involved with the community.	① ② ③ ④ N
Encourages partnerships with the community, business, industry, and other educational institutions.	① ② ③ ④ N

JOB SPECIFIC FACTORS

	① ② ③ ④ N
	① ② ③ ④ N
	① ② ③ ④ N
	① ② ③ ④ N
	① ② ③ ④ N

OVERALL PERFORMANCE AND EFFECTIVENESS

Overall, rate the performance and effectiveness of the Vice President for Student Affairs.	① ② ③ ④ N
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PLEASE COMMENT ON ANY ASPECT OF THE VICE PRESIDENT FOR STUDENT AFFAIRS' PERFORMANCE AND EFFECTIVENESS:

**ANNUAL APPRAISAL OF THE VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT'S
PERFORMANCE AND EFFECTIVENESS
SOUTHEASTERN LOUISIANA UNIVERSITY**

INSTRUCTIONS:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Please rate the Vice President for University Advancement on the following aspects of performance and • Use a #2 pencil only • Fill in the bubbles completely | <ul style="list-style-type: none"> • Erase completely to change answers • Do not make any stray marks |
|---|---|

1 = POOR, 2 = FAIR, 3 = GOOD, 4 = EXCELLENT, N = NOT OBSERVED

LEADERSHIP ABILITY

Provides leadership in developing, communicating, and implementing	① ② ③ ④ N
Inspires others to do their best.	① ② ③ ④ N
Delegates authority and responsibilities appropriately.	① ② ③ ④ N
Builds teamwork among colleagues and subordinates.	① ② ③ ④ N
Provides sound fiscal management.	① ② ③ ④ N
Keeps current regarding trends and issues in higher education.	① ② ③ ④ N

DECISION MAKING AND PROBLEM SOLVING

Consults with appropriate individuals before making decisions	① ② ③ ④ N
Gathers information needed for sound decision making	① ② ③ ④ N
Considers alternative solutions to problems before making a decision.	① ② ③ ④ N
Makes sound decisions in a timely manner.	① ② ③ ④ N

CONCERN FOR FACULTY AND STAFF

Recognizes and awards accomplishments of outstanding faculty and staff.	① ② ③ ④ N
Creates a climate of respect and high morale.	① ② ③ ④ N
Facilitates employees' professional development.	① ② ③ ④ N
Listens carefully and asks questions when needed.	① ② ③ ④ N
Is accessible to faculty and staff.	① ② ③ ④ N

MANAGEMENT

Assigns work effectively and fairly.	① ② ③ ④ N
Arranges/manages resources as to facilitate the accomplishment of work.	① ② ③ ④ N
Sets priorities for action.	① ② ③ ④ N
Communicates performance expectations clearly.	① ② ③ ④ N
Provides feedback to subordinates.	① ② ③ ④ N

Effectively recruits and selects appropriately qualified staff.	①	②	③	④	N
Provides for meaningful staff orientation and professional development.	①	②	③	④	N
Evaluates staff effectively and fairly.	①	②	③	④	N

EXTERNAL RELATIONS

Portrays a progressive and professional image of the university.	①	②	③	④	N
Relates to and communicates with the external community.	①	②	③	④	N
Is accessible to and involved with the community.	①	②	③	④	N
Encourages partnerships with the community, business, industry, and other	①	②	③	④	N

JOB SPECIFIC FACTORS

Portrays a progressive and professional image of the university.	①	②	③	④	N
Relates to and communicates with the external community.	①	②	③	④	N
Is accessible to and involved with the community.	①	②	③	④	N
Encourages partnerships with the community, business, industry, and other	①	②	③	④	N

OVERALL PERFORMANCE AND EFFECTIVENESS

Overall, rate the performance and effectiveness of the Vice President for University Advancement	①	②	③	④	N
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PLEASE COMMENT ON ANY ASPECT OF THE VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT'S PERFORMANCE AND EFFECTIVENESS:



SOUTHEASTERN
LOUISIANA UNIVERSITY

**Policy and Procedures for the Evaluation of the
President and Vice Presidents**

APPENDIX B

Performance Planning Document for the President

Performance Planning Document for the Vice Presidents



President's Performance Planning Document

Name: _____

Planning & Assessment Period: _____

GOAL TYPE	GOAL	ATTAINMENT INDICATOR
PERFORMANCE GOALS	1.	
	2.	
	3.	
	4.	
PROFESSIONAL DEVELOPMENT GOALS	1.	
	2.	
	3.	
	4.	

Date of Planning Conference: _____

Signature of President:: _____

Signature of Chair, Presidential Review Committee: _____

Comments:

Date of Summary Conference: _____

Signature of President:: _____

Signature of Chair, Presidential Review Committee: _____

Comments:



Vice President's Performance Planning Document

Name: _____

Planning & Assessment Period: _____

GOAL TYPE	GOAL	ATTAINMENT INDICATOR
PERFORMANCE GOALS	1.	
	2.	
	3.	
	4.	
PROFESSIONAL DEVELOPMENT GOALS	1.	
	2.	
	3.	
	4.	

Date of Planning Conference: _____

Signature of Vice President:: _____

Signature of President:: _____

Comments:

Date of Summary Conference: _____

Signature of Vice President:: _____

Signature of President:: _____

Comments: