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## Board of Supervisors

LOUISIANA STATE UNIVERSITY BOARD OF SUPERVISORS

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PRESIDENTIAL EVALUATION POLICY

June 28, 2019

Louisiana Constitution, Article VIII, Section 7, creates the LSU Board of Supervisors which “shall supervise and manage the institutions, statewide agricultural programs, and other programs administered, through its system.” The uncommonly broad grant of constitutional authority allows the LSU Board of Supervisors to exercise broad jurisdiction, control, and authority over each and every aspect of the LSU System, including the structure, organization, personnel, assets, and activities of the University. The interpretation of when and how to exercise this authority is determined by each Supervisor, acting as a Board. Fifteen Supervisors are selected by the Governor and confirmed by the Louisiana Senate, and one seat is reserved for a student elected from among the various student bodies. The sixteen members of the LSU Board of Supervisors represent the various districts of the state and are professionally engaged in activities of commerce and labor in addition to their roles as Supervisors. While they individually may be far from any campus, they are close to the constituents for which the University is meant to serve.

Since 1859, the LSU Board has employed a singular leader of the University, starting with Col. William T. Sherman. The LSU Presidency has been marked by social and academic forces, such as the Civil War, Reconstruction, the Hatch Act, the opening of graduate and professional schools, the admission of women, two world wars, integration, a massive expansion of satellite campuses to bring higher education to the people of Louisiana when there were no other options, and most recently, the assumption of public hospitals followed by the privatization of health care. The Presidency is the longest existing public university executive office in Louisiana, and it is a proud tradition carried on today.

The position of LSU President is unusual in American higher education. Typically, the head of a system does not serve as the head of an institution. However, this speaks to the unusual division of the LSU System into sets of colleges, universities, and a set of specialty institutions. The LSU President is the chief executive officer of the LSU system and the chief executive officer of the flagship campus. The consolidated role of LSU President began in 2012 and F. King Alexander was the first permanent chief executive officer to hold the office. The evaluation of the LSU President is comprised of two major divisions: as CEO of the system and as CEO of the flagship institution.

## ■ PURPOSES OF EVALUATION

The Board’s evaluation of the President is intended to ensure a clear communication of the Board’s intentions and aligning mutual expectations, to assess the President’s performance in leading the institution, and to maintain accountability for legal, regulatory, and ethical compliance. As the head of the LSU System, the Board will annually use the evaluation process to check the compliance with the Bylaws, Regulations, and resolutions; gauge the working relationships with and management of the President’s Leadership Council and the multiple campuses; assess the President’s representations as the leader of the System; ensure financial responsibility of the System; and, maintain the viability of the indigent care system.

As chief executive officer of Louisiana State University and Agricultural & Mechanical College, the state’s flagship institution, the President is to annually be evaluated for performance in leading the campus. As participants in the accreditation process, the presidential evaluation conforms to the Southern Association of Colleges and Schools Commission on College’s Principles of Accreditation (Sections 4 and 5). Within the accreditation context, the Board has provided the Presidency the authority to manage the educational and fiscal programs of the institution, as well as appropriate oversight of athletics and philanthropy. The evaluation process should include conformity with the accreditation standards for the institution. The evaluation will also include factors beyond the minimum standard, such as effective leadership of the campus, appropriate asset management, helpful community relationships, and improvement of LSU’s national reputation.

## PROCEDURES FOR EVALUATING THE PRESIDENT

The evaluation of the President will be conducted on an annual basis, and shall consist of a planning session and an evaluation session, a self-assessment, a Board assessment of the President, and may from time to time include an opportunity for members of the internal or external community to provide information. At the conclusion, the evaluation should reflect performance separately as the head of the system and as head of the flagship campus.

### **Step 1. Planning Session**

Annually, the President shall submit to the Board of Supervisors a set of goals for the ensuing year in a format to be indicated by the Board. The goals should be parsed according to system and campus, and should include expectations related to leadership of the academic and research enterprise, student enrollment and success, faculty and staff development, financial management, external relationships, athletics, and philanthropy.

### **Step 2. Self-Assessment**

Prior to the evaluation session, the President shall provide a summary of the past year's activities in relation to the objectives provided in the planning session. The format and receipt will be at the discretion of the Board. This step should be conducted generally two months prior to the evaluation session.

### **Step 3. Board Assessment and Preparation for the Evaluation Session**

After the President's summary has been submitted, the Board should have the opportunity to review the contents. An assessment instrument shall be distributed to collect the Board's perspective. The Board, or their designee, will collect the assessments and generate an analysis.

### **Step 4. Evaluation Session**

The Board shall annually engage in an evaluation session to discuss with the President the outcome of the Board assessment, the community assessment if undertaken, and discuss the President's self-evaluation. The Board should then indicate its disposition on the President's performance as it relates to both the system role and campus role.

### **Step 5. Reporting of Evaluation**

The Board shall direct the format of any report that may be provided to the President or placed within a personnel file. For accreditation purposes, the evaluation outcome as it relates to the chief executive of the campus should be reported at a Board meeting and entered into the minutes of the meeting.

### **Optional Step. Community Assessment**

From time to time, the Board may choose to conduct a community assessment. The Board or their designee will develop an information collection instrument consistent with the goals of the evaluation process and conduct information gathering. The community assessment should include representatives of students, faculty/staff, community/opinion leaders, and supporters of the University.

ANNUAL APPRAISAL FORM  
OF THE PRESIDENT'S PERFORMANCE AND EFFECTIVENESS  
LOUISIANA STATE UNIVERSITY

**LEADERSHIP ABILITY**

	Poor	Fair	Good	Excellent	Not Observed
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

**ADDITIONAL COMMENTS**

**DECISION MAKING AND PROBLEM SOLVING**

	Poor	Fair	Good	Excellent	Not Observed
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

**ADDITIONAL COMMENTS**

## CONCERN FOR FACULTY AND STAFF

	Poor	Fair	Good	Excellent	Not Observed
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

### ADDITIONAL COMMENTS

## CONCERN FOR STUDENTS

	Poor	Fair	Good	Excellent	Not Observed
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

### ADDITIONAL COMMENTS

## MANAGEMENT

	Poor	Fair	Good	Excellent	Not Observed
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
Oversees legal affairs function.	1	2	3	4	N

**ADDITIONAL COMMENTS**

**EXTERNAL RELATIONS**

	Poor	Fair	Good	Excellent	Not Observed
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

**ADDITIONAL COMMENTS**

**FISCAL LEADERSHIP**

	Poor	Fair	Good	Excellent	Not Observed
Works to increase state appropriations for the university.	1	2	3	4	N
Works with businesses, corporations, and individuals to create new revenue sources	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

**ADDITIONAL COMMENTS**

**BOARD RELATIONS**

	Poor	Fair	Good	Excellent	Not Observed
Keeps all of the Supervisors timely informed of pressing issues.	1	2	3	4	N
Keeps all of the Supervisors timely informed of future issues.	1	2	3	4	N
Maintains a good relationship with members of the Board of Supervisors.	1	2	3	4	N
Facilitates the proper relationship between the Board of Supervisors and the Administration.	1	2	3	4	N
Seeks guidance from the Board timely on important issues when necessary.	1	2	3	4	N

**ADDITIONAL COMMENTS**

**OVERALL PERFORMANCE AND EFFECTIVENESS**

	Poor	Fair	Good	Excellent	Not Observed
Overall, rate the performance and effectiveness of the President.	1	2	3	4	N

**ADDITIONAL COMMENTS ON OVERALL PERFORMANCE**