



MEMORANDUM

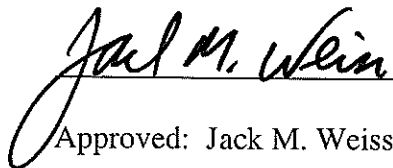
TO: Law Center Faculty and Staff
FROM: Chancellor Jack M. Weiss
DATE: June 17, 2009
RE: Adoption of Evaluation Policy

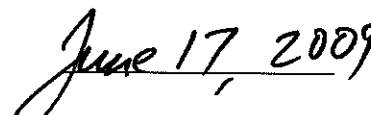
The following policy has been adopted by the Law Center and is effective immediately.

- PS-35LC: Performance Evaluations

We are adopting this policy, which is substantially identical to a similar policy and evaluation process used by the main campus, in response to a recommendation from the Southern Association of Colleges and Schools during our recent accreditation review. The policy applies to all unclassified employees except employees with faculty rank who do not hold administrative appointments and the Chancellor (who is evaluated by the President of the LSU System).

Please note that the new evaluation policy calls for an evaluation period from April 1 of each year through March 31 of the following year. Supervisors should conduct evaluations during the period from April 1 through June 1. Forms are due June 1. In this first year of implementation however, the evaluation period will be the same (April 1, 2008 – March 31, 2009), but supervisors should conduct evaluations during the period June 22 through August 31, 2009, and forms will be due August 31, 2009.


Approved: Jack M. Weiss, Chancellor


Date

Law Center Policy Statement Number: PS-35LC
Title/Topic: Performance Evaluations
Effective Date: June 17, 2009

PURPOSE

To maintain a system for the performance management of administrative, professional and other academic staff. The performance management system includes the appropriate process for evaluating staff and provides a formal evaluation form.

GENERAL POLICY

The campus performance management system represents a continuous process of planning, communication, evaluation, development, and recognition and reward between employee and supervisor. The annual evaluation provides an opportunity to formally review each employee as part of the performance management system. The evaluation reflects the view of both the employee and supervisor of the critical functions which must be performed and how well the employee is meeting expectations.

The evaluation is an important tool which can be used to assist management in making a wide range of employment decisions (e.g. promotion, reassignment). Although there is no direct link between the evaluation and salary, the results can be considered in making decisions on salary. The evaluation becomes a part of the employee's permanent personnel file.

Supervisors conducting the rating must strive to provide a fair and accurate representation of the employee's performance. Supervisors are evaluated, in part, based on how well they manage the performance of their subordinates.

Policy Coverage. The policy applies to all unclassified employees except employees with faculty rank who do not hold administrative appointments and the Chancellor (who is evaluated by the President of the LSU System). No evaluation is required for employees with less than one year of service, gratis appointments, or part-time employees.

Frequency of Evaluation. An annual evaluation of the performance of administrative, professional and other academic staff must be conducted. This does not preclude more frequent evaluation (e.g. semester basis or at mid year). The annual evaluation cycle is from April 1 through March 31.

Evaluation Form. An evaluation form is attached which can be used to evaluate staff. A supplemental form is provided for departments who wish to establish and evaluate performance objectives. It is permissible for a department to use an alternate evaluation form. However, approval to use an alternate form should be obtained from the Chancellor. HRM will also review alternate forms for compliance with university policy and relevant federal and state laws.

Evaluation Review Process.

1. The Office of Human Resource Management will send out reminders about evaluations in March of each year. Supervisors should conduct evaluations during the period from April 1 through June 1. Forms are due by June 1.
2. The annual evaluation form will be completed and signed by the employee's supervisor.
3. Results of the evaluation should be discussed with each employee in a private conference by the supervisor. The employee should sign the evaluation form and be provided with a copy of the form.
4. If the employee disagrees with a particular rating, a written comment, or the overall rating, then the employee may prepare a written response. The written response to the evaluation will be included with the performance evaluation in the employee's official personnel record.
5. The completed evaluation form will be forwarded to the next higher level supervisor for review (i.e. Reviewing Authority on the form) and then forwarded to the Office of Human Resource Management to be filed in the employee's official personnel record.

PERFORMANCE PLANNING WORKSHEET FOR PROFESSIONAL EMPLOYEES (PS-35LC)

NAME: _____ JOB TITLE: _____

This worksheet should be given to the employee prior to the scheduled performance review. The employee should complete the worksheet and return it to the supervisor before the review. The supervisor should be prepared to discuss each section of the worksheet during the performance review. Following the review the supervisor and employee should sign the form. A copy of the form should be given to the employee, and another copy sent to Human Resource Management for the employee's personnel file. If you need more space for any item, please use a separate sheet of paper and attach it to this worksheet.

Section I - Reviewing the Job Requirements: Note any important changes that have occurred in your job responsibilities since your last performance review. Also note changes you see occurring in the next 12 months that are likely to affect your job responsibilities.

Employee's Comments: _____

Supervisor: The odds are that some important changes have occurred, or will occur, in the employee's job responsibilities. Let the employee know what changes you see occurring in the work situation so that the employee knows what job assignments are most important and relevant. Consider the employee's skills and knowledge, and determine if additional training is needed. Document significant job changes on the job description.

Section II - Major Contributions or Accomplishments: Note the significant contributions you have made since your last performance review of which you are most proud. These accomplishments may include important projects or objectives completed, new ideas successfully implemented, or improvements that resulted in a decrease in the current rate of mistakes, ways to better help you meet deadlines, improved quality of the work, or increased customer satisfaction with the work.

Employee's Comments: _____

Section III - Obstacles to Effective Job Performance: Note "trouble spots" - things that happened that made you less effective than you could be. Obstacles to effective performance may come from resource limitations, the performance of subordinates or others, breakdowns in communication, your own attitudes or performance, or factors that are beyond your control. Note any suggestions you have for removing these obstacles.

Employee's Comments: _____

Section IV - Key Competency Requirements:

Competencies represent the knowledge, skills and abilities you must possess to successfully perform your job. By assessing your performance on key competencies, you and your supervisor are better able to make decisions concerning your career development, readiness for new assignments, pay, and job performance. Generic core competencies required for all professional staff members have been identified by the University and are listed on the chart below. You and your supervisor should define the competency requirements specific to your job. The attached inventory of key competencies was developed by HRM to assist you in this process.

Using the chart, rate yourself on each of the core competencies listed. Your ratings can provide you and your supervisor with useful information about your strengths and areas in need of additional development.

Supervisor: Note in the column provided on the chart below any differences between your ratings and the employee's ratings. Indicate below what you and the employee will do between now and the next appraisal to further develop the employee's core competencies.

REQUIRED COMPETENCIES	RATING SCALE (Employee)									SUPERVISOR'S RATING (if different from employee's rating)
	Not A Strength 1 2 3			Appropriate Skill Level 4 5 6			Excellent Skill Level 7 8 9			
Communication Skills										
Work Habits										
Flexibility										
Concern with Impact										
Action Oriented										
Integrity										
Future Oriented										
Value-Added Orientation										
Coalition and Network Building										
Business and Technical Knowledge										
Customer Focus										
Administrative and Leadership Skills (supervisors only)										

PROFESSIONAL DEVELOPMENT GOALS FOR THE COMING YEAR

1. _____
2. _____
3. _____
4. _____
5. _____

Section V - Objectives and Future Plans: Make notes concerning your performance plan for next year. Your ideas will serve as the as the basis, in part, for the objectives you and your supervisor will develop for the coming year. Here are some important questions to keep in mind when setting objectives: How satisfied are you with the quality of work you produced? Are there ways you could do the work that would decrease the current rate of mistakes, better meet deadlines, improve the quality of the work, increase customer satisfaction with the work? In terms of technology, what do you need now, what will you need in the future? What problems do you think should be addressed in the department? What can be done to reduce costs, serve the client better, improve productivity or quality?

Supervisor: Thinking through your discussion with the employee concerning her or his job responsibilities, contributions, obstacles to effective performance, and department needs, list below the performance objectives for the coming year. You and the employee should spend time discussing these objectives to assure they are realistic and in line with other goals of your department.

FUTURE PERFORMANCE OBJECTIVES

1. _____
2. _____
3. _____
4. _____
5. _____

SUPERVISOR'S OVERALL RATING								
Improvement is Essential For Job Success			Performance on Target			Key Contributor Who Consistently Performs at a High Level		
1	2	3	4	5	6	7	8	9

Supervisor's Comments: _____

SIGNATURES

Employee*

Date

Immediate Supervisor

Date

Reviewing Authority (Discretion of college/division)

Date

* Signature shown only indicates this evaluation has been shared and discussed with me, and does not necessarily indicate agreement with its contents.

EVALUATION OF PERFORMANCE FACTORS

Performance Factors	Examples of Key Performance Indicators
1. Communication	A. Writing skills. Has effective writing skills. Writes in an understandable manner which is free of grammatical, spelling or sentence structure errors.
	B. Oral communications. Speaks effectively. Conducts an effective meeting, i.e., prepares agenda, defines purpose of meeting, encourages group participation, listens and considers group recommendations, adjourns on time and follows up on suggestions. Gives clear directions.
	C. Informing supervisor. Uses appropriate communication channels. Consults with supervisor about actual or potentially sensitive issues. Assumes responsibility for communicating relevant information to supervisor on a timely basis.
	D. Information and viewpoint gathering. Listens to and considers the views of others. Considers the advantages, disadvantages, usefulness, potential results, and other relevant factors of alternatives.
2. Work Habits	A. Manages workload. Submits completed work on time consistent within priorities. Commits time as necessary to fulfill responsibilities of position in a competent manner. Manages work in an orderly and efficient manner.
	B. Attendance/ Use of time. Keeps appointments on time. Maintains appropriate office hours. Makes effective use of time. Returns phone calls in a timely manner. Employee is dependable and has a minimum of unplanned absences.
	C. Professionalism. Follows generally accepted standards and guidelines for the profession/area of work. Performs job duties in accordance with University policies and procedures, professional standards and practices, and in accordance with relevant laws and regulations.
3. Flexibility	D. Commitment to work. Commits fully to the job. Concentrates on outcomes, works across departmental boundaries, avoids turf issues and eliminates unnecessary work to achieve right results. Self-motivated with a strong work ethic.
	Adapts to change quickly. Applies rules and policies flexibly. Adjusts behavior to fit the situation or person as appropriate. Modifies plans and goals to meet changing institutional demands and opportunities.
4. Concern with Impact	A. Impact on others. Concentrates on outcomes, works across departmental boundaries, avoids turf issues, eliminates unnecessary work to achieve the right results.
	B. Judgment. Assumes ownership of problems and avoids finger pointing. Resolves problems with minimum impact on staff and public with satisfactory results. Maintains a firm, fair, objective and unbiased approach in determining the most appropriate action.
5. Action Oriented	Demonstrates values through actions, not words. Shows a high capacity to adapt fast to change, shortening the response time of all process and systems. Delegates decision making, eliminates bureaucratic practices to accelerate in all aspects of work.
6. Integrity	Reaches decisions based on the highest ethical standards. Fosters a culture of trust and respect for others behaving in a fair and ethical manner toward others.
7. Future Oriented	Anticipates internal and external forces that will impact the future effectiveness and efficiency of the unit and responds with needed change.
8. Value-Added Orientation	Capitalizes on opportunities to reduce costs, improve customer service, increase productivity, increase customer satisfaction, improve decision making, and reduce waste. Encourages flexibility and personal initiative by others.

EVALUATION OF PERFORMANCE FACTORS

Performance Factors	Examples of Key Performance Indicators
9. Coalition and Network Building	<p>A. Team relations. Bridge builder, seeks to build internal and external partnerships to better accomplish goals. Works effectively with people and groups across organizational boundaries. Maintains good working relationships with co-workers, superiors, and the public. Listens attentively, considers employee views, avoids interrupting unnecessarily, assists employees when they request help, and recognizes superior contributions. Disseminates needed information to staff. Functions well with administrative peers, i.e., has a manner of dealing with people that encourages joint problem solving, openness and candor. Has open communication style, i.e., shares information in a timely manner, sets others at ease in conversations, and encourages positive interaction. Contributes to problem solving and policy formulation in meetings.</p>
	<p>B. Conflict resolution. Steers conflict away from people and toward issues. Tries to understand the views of others. Looks for a basis of agreement, seeks solutions and reaches agreement on a course of action.</p>
10. Business and Technical Knowledge	<p>Understands and complies with University policies and procedures. Demonstrates technical competence in performing duties. Understands the institution's mission, goals and cultural/value system, current and future issues confronting the institution and the institution's plans for addressing.</p>
11. Customer Focus	<p>Responsive to customers and projects a desire to solve problems in a way that makes customers feel that their concerns or issues have been understood and will be acted upon. Continually assesses customer wants, needs and priorities and makes continuous improvement a part of the management of all systems and processes.</p>

EVALUATION OF MANAGEMENT ACTIVITIES

[Do Not Complete this Section Unless the Employee has Management/Supervisory Duties]

Management Activities	Examples of Key Management Indicators
12. Administrative and Leadership Skills:	<p>A. Communication skills. Demonstrates effective mediation and negotiation skills.</p>
	<p>B. Group management skills.</p> <ol style="list-style-type: none"> 1. Employees are trained, encouraged and held accountable for streamlining work processes, solving problems, planning for performance, and creating new ways to satisfy students and other customers 2. Encourages participative decision making 3. Shares information and keeps people up-to-date 4. Solicits input, ideas and expertise of others 5. Builds team spirit and promotes employee accomplishment to others inside and outside the work group 6. Resolves conflict quickly to restore team effectiveness 7. Works as a facilitator and coach, building cross-functional relationships and a shared sense of governance

EVALUATION OF MANAGEMENT ACTIVITIES

[Do Not Complete this Section Unless the Employee has Management/Supervisory Duties]

Management Activities	Examples of Key Management Indicators
	<p>C. Develop others.</p> <ol style="list-style-type: none"> 1. Designs jobs around core competencies and capabilities of individuals 2. Practices active learning 3. Develops all employees for skill diversification on a continuous basis 4. Identifies staff development needs, formulates development plans, and assesses the impact of plans on performance results
	<p>D. Resource management.</p> <ol style="list-style-type: none"> 1. Attracts top talent 2. Uses automation and re-engineering to continuously improve efficiency and effectiveness 3. Directs resources to high-value added activities
	<p>E. Strategic focus. Directs unit resources and activities toward high-value work, contributing directly to institutional mission and goals</p>
	<p>F. Manages effectively in a climate of uncertainty and ambiguity. Operates with a clear sense of priorities</p>
	<p>G. Action oriented. Initiates actions to avoid potential problems before they occur and or to increase the probability of achieving desired results</p>
	<p>H. Promotes and effectively manages diversity.</p> <ol style="list-style-type: none"> 1. Creates a work culture that embraces diversity 2. Recruits for a diverse workplace 3. Develops, evaluates, and rewards employees consistent with the goal of creating a diverse workforce
	<p>I. Builds pride in the unit and the institution. Provides employees with the conditions, incentives and resources for doing a good job. Recognizes and appreciates the contributions of others and praises them for it</p>
	<p>J. Encourages innovation and use of new technology.</p>
	<p>K. Employment laws and regulations.</p> <ol style="list-style-type: none"> 1. Understands and complies with laws and regulations that impact employees 2. Institutes discipline and grievance handling policies and procedures in a fair and equitable manner