VIRGINIA MILITARY INSTITUTE
Lexington, Virginia

GENERAL ORDER)
NUMBER 69) 16 August 2012

Administrative and Professional Faculty Evaluation Policy

1. Purpose

The Administrative and Professional Performance Evaluation program is intended to

- Provide attention to the employee's position description and the specific duties and responsibilities
- Provide a way for supervisors and employees to discuss and agree upon performance goals and objectives
- Provide a vehicle for the supervisor to document performance levels based on performance factors and the anticipated progress towards achieving the established goals and objectives

2. Administrative and Professional Faculty Performance Evaluation form

The ***Administrative and Professional Faculty Performance Evaluation*** form will be used for every full-time Administrative and Professional Faculty Member. The form is attached to this policy and is also available on the Human Resources web page at the "HR Forms" tab.

The form includes two sections:

Section I – Performance Goals and Objectives

Section II – Performance Evaluation

This section includes nine performance factors:

- Job Performance
- Productivity
- Integrity
- Oral and Written Communication
- Timeliness
- Interpersonal Skills
- Dependability
- Initiative
- Support of the VMI System
- And the Overall Rating

There is an additional performance factor "Importance of Rules Compliance" for any employee who is involved or associated with the Intercollegiate Athletics Program.

The Athletic Department will use a modified version of the evaluation form for all coaches and assistant coaches, adding the following factors in Section II:

- Leadership
- Competitiveness
- Eligibility/Retention
- Financial Accountability

and eliminating the "Productivity" factor, for a total of 12 factors, plus the Importance of Rules Compliance and the overall rating.

3. Evaluation Period

The evaluation period is 1 July through 30 June.

4. Section I – Performance Goals and Objectives

4.1 Completing Section I – Performance Goals and Objectives

During the summer months supervisors will meet with their Administrative and Professional Faculty subordinates to discuss and complete "Section I – Performance Goals and Objectives" for the new fiscal year. Section I should be completed by 31 August. For new employees, or employees who transfer to another position before 31 December, supervisors should complete the Section I within 60 days after the hire, transfer or promotion. Supervisors may establish short-term goals for employees hired, transferred or promoted after 1 January, but evaluations are not required for the abbreviated performance period.

4.2 Position Description

Supervisors will review the employee's position description to ensure the goals and objectives are consistent with the employee's duties and responsibilities. The position description should be attached to the evaluation form.

5. Performance Evaluations

5.1 Due Dates

Supervisors will complete "Section II – Performance Evaluation" by 31 August. Comments are required for an "overall rating" of 5 (Outstanding), 2 (Marginal), or 1 (Unsatisfactory).

The Superintendent's review is required before any employee will be presented with an evaluation overall rating of 5, 2, or 1. Any evaluation requiring the Superintendent's review should be sent to his office by 15 August.

5.2 Completing the Evaluation – Performance Factors

For each performance factor supervisors will place an "x" to denote the performance level.

The performance levels are defined as follows (these definitions are also on the evaluation form):

5 – Outstanding: Performance is exceptionally high and significantly beyond expectations for the employee's position, training and/or experience.
4 – Excellent: Performance is consistently above what is normally expected for the employee's position, training and/or experience.
3 – Fully Competent: Performance is regularly at the expectations for the job based on the employee's training and/or experience.
2 – Marginal: Performance is usually satisfactory; however, improvement is needed. The employee requires more supervision than would be expected given the employee's training and/or experience.
1 – Unsatisfactory: Performance is consistently below reasonable expectations for the job responsibilities considering the employee's training and/or experience. The employee has not been able to fully accomplish the tasks of the position. Clear improvement is required immediately. An overall rating of Unsatisfactory may jeopardize continued employment.

5.3 The Overall Rating
The supervisor will take into account the ratings for the individual factors to determine the overall rating. The individual factors are not assigned weights; the overall rating should be based on an objective review of performance over the evaluation period.

5.4 Role of the Reviewer
The supervisor will sign the evaluation as the "rater" and forward the completed evaluation to the "reviewer" (ordinarily the supervisor of the rater) for review and signature before the rater discusses the evaluation with the employee. In the event of disagreement between the rater and reviewer, the reviewer may change the ratings for any of the performance factors and the overall rating and initial these changes.

5.5 Superintendent's Review
The Superintendent's review is required before any employee will be presented with an evaluation overall rating of 5, 2, or 1. The Superintendent will review the evaluation form after the reviewer has signed the form and before the rater presents the form to the employee.

5.6 Meeting with the Employee
After the reviewer has signed the evaluation form, the rater will meet with the employee to discuss the evaluation. The employee should sign the form in the space provided. If the employee does not wish to sign the form, the rater will note this on the form.

5.7 Completed Form
The rater will send the original signed copy of the form to the Human Resources Office for the employee's personnel record.

5.8 Change of Supervisor

If a supervisor leaves VMI before the due date for evaluations, he or she will consult with the new supervisor on the completion of the performance evaluations. If this is not possible, the performance evaluations will be completed by the next level supervisor.

FOR THE SUPERINTENDENT:

Jeffrey H. Curtis
Colonel, USAF (Ret)
Chief of Staff

DIST: E

OPR: Human Resources

Attachment

VIRGINIA MILITARY INSTITUTE
ADMINISTRATIVE AND PROFESSIONAL FACULTY PERFORMANCE EVALUATION

Employee Name_____

Position Title _____

Section I – Performance Goals and Objectives

At the beginning of the performance evaluation cycle the immediate supervisor and the employee must discuss long-term goals and/or short term objectives, and anticipated progress towards these goals/objectives. The goals and objectives should be related to the duties and responsibilities in the employee's position description. List goals/objectives and anticipated progress below (attach additional pages if needed):

_____

_____

_____

_____

Employee's signature_____ Supervisor's signature_____

Date_____

Attach a copy of the Employee's Position Description Including a List of Duties and Responsibilities

Section II – Performance Evaluation

This section will be completed at the end of the performance evaluation cycle.

Performance Levels – Definitions

5 – Outstanding: Performance is exceptionally high and significantly beyond expectations for the employee's position, training and/or experience.
4 – Excellent: Performance is consistently above what is normally expected for the employee's position, training and/or experience.
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PERFORMANCE FACTORS – CHECK THE APPROPRIATE PERFORMANCE LEVEL FOR EACH FACTOR

1. JOB PERFORMANCE – To what extent does the employee strive for excellence and continuous improvement?

5	4	3	2	1

2. PRODUCTIVITY – To what extent does the employee accomplish the quantity of work expected of the job assignment?

5	4	3	2	1

3. INTEGRITY – To what extent does the employee accept responsibility for his/her actions and represent ethical behavior?

5	4	3	2	1

4. ORAL AND WRITTEN COMMUNICATION – To what extent are the employee's oral and written communications clear, comprehensive, and easily understood?

5	4	3	2	1

5. TIMELINESS – To what extent does the employee meet established deadlines with complete and accurate work?

5	4	3	2	1

6. INTERPERSONAL SKILLS – To what extent does the employee establish effective working relationships when dealing with supervision, co-workers, and/or the public?

5	4	3	2	1

7. DEPENDABILITY – To what extent does the employee perform work without close supervision or assistance?

5	4	3	2	1

8. INITIATIVE – To what extent does the employee present new ideas, improve procedures or otherwise demonstrate an awareness of administrative or technical changes related to the job?

5	4	3	2	1

9. SUPPORT OF THE VMI SYSTEM – To what extent does the employee support the cadet class, military, and honor systems; and the academic and extracurricular programs?

5	4	3	2	1

10. OVERALL RATING – Take into consideration the ratings for the individual performance factors and the effectiveness of the employee in performing his/her assigned duties and responsibilities and meeting short-term objectives and long-term goals.

5	4	3	2	1

ADDITIONAL PERFORMANCE FACTOR FOR ANY EMPLOYEE WHO IS INVOLVED OR ASSOCIATED WITH THE INTERCOLLEGIATE ATHLETICS PROGRAM.

IMPORTANCE OF RULES COMPLIANCE – To what extent does the employee demonstrate a commitment to compliance with NCAA rules?

5	4	3	2	1

COMMENTS (Required for an Overall Rating of "5" (Outstanding), "2" (Marginal) or "1" (Unsatisfactory) :
(Attach additional pages if needed)

Date of Evaluation_____

Signatures: The Rater (immediate supervisor) and Reviewer (ordinarily the supervisor of the rater) must agree on the overall rating before it is discussed with the employee. The Superintendent's review is required (before the evaluation is presented to the employee) for an Overall Rating of "5" (Outstanding), "2" (Marginal) or "1" (Unsatisfactory).

Rater:_____ **Reviewer:** _____

Superintendent: _____ **Employee:** _____

Supt's review required for Overall Rating of "5", "2", or "1"