

Virginia Military Institute  
Lexington, Virginia

GENERAL ORDER)  
NUMBER 69)

22 May 2023

## **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; and
- 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
- The Overall Rating

There are two additional performance factors:

**Procurement** – Senior managers with procurement responsibility, procurement personnel, and end users with purchasing charge cards must be evaluated on small business purchasing goals. This is a requirement under Executive Order 35, *Advancing Equity for Small, Women, Minority, and Service Disabled Veteran-Owned Businesses in State Contracting*, issued 3 July 2019.

**Importance of Rules Compliance** for any employee who is involved or associated with the Intercollegiate Athletics Program.

If either or both additional performance factors are not applicable, leave the section(s) blank.

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

Eliminating the “Productivity” factor, results in 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. Performance Goals and Objectives**

##### **4.1 Performance Goals and Objectives**

During the summer months, supervisors will meet with their Administrative and Professional Faculty subordinates to discuss Performance Goals and Objectives for the new fiscal year. Performance goals and objectives should be completed by 31 August. For new employees, or employees who transfer to another position before 31 December, supervisors should develop goals and objectives 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 the Performance Evaluation by 31 August. Comments are required for an “overall rating” of 5 (Outstanding), 2 (Marginal), or 1 (Unsatisfactory).

##### **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. The Human Resources Director will serve as the “reviewer” for the Superintendent to safeguard accuracy and compliance. In the event of disagreement between the rater and reviewer, the reviewer (with the exception of the HR Director) may change the ratings for any of the performance factors and the overall rating and initial these changes.

### **5.5 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.

### **5.6 Appeals**

If the employee wishes to appeal the performance evaluation overall rating, the employee should follow the Complaint and Appeal Procedures outlined in Appendix A of the A/P Faculty Handbook. Ratings of individual performance factors cannot be appealed.

### **5.6 Completed Form**

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

### **5.7 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:

John M. Young  
Colonel, Virginia Militia  
Chief of Staff

DIST: E  
OPR: Human Resources  
Attachment

**VIRGINIA MILITARY INSTITUTE  
ADMINISTRATIVE AND PROFESSIONAL FACULTY PERFORMANCE EVALUATION**

Employee Name \_\_\_\_\_

Position Title \_\_\_\_\_

**Performance Goals and Objectives**

At the beginning of the performance evaluation cycle (no later than the end of September) the immediate supervisor and the employee should 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.

**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.
- 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.

**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?

Comments:

5	4	3	2	1

2.

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

Comments:

5	4	3	2	1

3.

**INTEGRITY –** To what extent does the actions and represent ethical behavior?

employee accept responsibility for his/her  
Comments:

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?

Comments:

5	4	3	2	1

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

Comments:

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?

Comments:

5	4	3	2	1

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

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?

Comments:

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?

Comments:

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. **Comments:**

5	4	3	2	1

**ADDITIONAL PERFORMANCE FACTOR FOR SENIOR MANAGERS WITH PROCUREMENT RESPONSIBILITY, PROCUREMENT PERSONNEL, AND END USERS WITH PURCHASING CHARGE CARDS.**

**PROCUREMENT** – To what extent does the employee demonstrate a commitment to small purchasing goals to promote a more transparent, equitable, and inclusive process?

Comments:

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?

Comments:

5	4	3	2	1

**OVERALL COMMENTS** (Comments are required for an Overall Rating of "5" (Outstanding), "2" (Marginal) or "1" (Unsatisfactory) (Attach additional pages if needed)

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**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.

**Rater:** \_\_\_\_\_

**Reviewer:** \_\_\_\_\_

**Employee:** \_\_\_\_\_

**Date of Evaluation** \_\_\_\_\_