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| **INSTRUCTIONS** **It is a University requirement that each EHRA Non-Teaching employee receive a written annual performance evaluation each fiscal year (July 1 through June 30). This review should be discussed with any EHRA NT employee who has been in their present position for ninety (90) days.**  |
| **REVIEW TYPE:**  | [ ]  **Initial**  | [ ]  **Annual**  | **REVIEW CYCLE:**  | **From:**  |  July 1, 2016 | **To:**  |  June 30, 2017 |

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| **Dept. Name:**  |  |  **Employee Name:**  |   |
| **Division:**  |  | **Banner Number:**  |   |  **Position #:**  |
| **Supervisor Name:**  |   | **Position Title:**  |   |
| **Supervisor Title:**  |  | **Date of Review with Employee:**  |   |
| **UNIVERSITY SYSTEM STRATEGIC PLAN:** The 17-campus system identifies goals for five areas – access, student success, affordability and efficiency, economic impact and community engagement and excellence and diverse institutions. |
| **INSTITUTIONAL VALUES/RATING**  | **DOES NOT MEET EXPECTATIONS** | **MEETS EXPECTATIONS** | **EXCEEDS EXPECTATIONS** |
| **1. Communication**  | [ ]  | [ ]  | [ ]  |
| **2. Collaboration**  | [ ]  | [ ]  | [ ]  |
| **3. Integrity**  | [ ]  | [ ]  | [ ]  |
| **4. Accountability**  | [ ]  | [ ]  | [ ]  |
| **5. Innovation**  | [ ]  | [ ]  | [ ]  |
| **6. Service**  | [ ]  | [ ]  | [ ]  |
| **INDIVIDUAL PERFORMANCE/RATING** | **DOES NOT MEET EXPECTATIONS**  | **MEETS EXPECTATIONS**  | **EXCEEDS EXPECTATIONS**  |
| **PRODUCTIVITY/INTERPERSONAL SKILLS**  |   |   |   |
| **1. BraveBook Initiatives**  | [ ]  | [ ]  | [ ]  |
| **2. Quality of Work** **(meets deadlines, decision making, problem solving)**  | [ ]  | [ ]  | [ ]  |
| **3. Planning and Organizing**  | [ ]  | [ ]  | [ ]  |
| **4. Fiscal Responsibility**  | [ ]  | [ ]  | [ ]  |
| **5. Team Player/Builder**  | [ ]  | [ ]  | [ ]  |
|  **6. Professional development &** **training (mandated)**  | [ ]  | [ ]  | [ ]  |
| **7. Leadership *(if applicable)***  | [ ]  | [ ]  | [ ]  |

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|  **Dept. Name:**  |  |  **Employee Name:**  |  |
| **Division:**  |  | **Banner Number:**  |  | **Position #:**  |  |
| **ACTION PLAN FOR UPCOMING RATING CYCLE** (discuss during initial review with employee)  |
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|  **RATING**  **OVERALL PERFORMANCE:**  | **DOES NOT MEET EXPECTATIONS** [ ]  | **MEETS EXPECTATIONS** [ ]  | **EXCEEDS EXPECTATIONS** [ ]  |
| **SUPERVISOR COMMENTS REGARDING EMPLOYEE PERFORMANCE THIS CYCLE (may attach additional documentation)**  |
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| **PERSONAL OR PROFESSIONAL DEVELOPMENT ACTIVITY:**  |
| **SIGNATURES FOR OVERALL PERFORMANCE REVIEW**  |
| **Supervisor:**  |   | **Date:**  |   |
| **Vice Chancellor/ Chancellor:**  |   |  **Date:**  |   |
| By signature, I acknowledge that I have received this performance review.  |
|  **Employee:**  |   |  **Date:**  |   |

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| **INSTITUTIONAL VALUES: Standards for University Values for each employee.**  |
| **1. COMMUNICATION: *Talk to each other; inform each other.*** 1. Shares relevant and pertinent information with appropriate individuals ensuring that the University’s’ mission is supported.
2. Communicates in a manner that is in keeping with professionalism and appropriate for members of the University.
3. Listens to determine the most effective way to address customer needs and concerns. Asks questions and summarizes what the speaker is saying to confirm understanding and avoid miscommunications.
4. Clearly and accurately conveys relevant and factual information to inform the target audience effectively.
5. Adapts to the needs of audiences to ensure messages are understood.
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| **2. COLLABORATION: *Work together for a common purpose.*** 1. Shares knowledge and resources to reach common goals. Provides feedback and healthy dialogue on performance and operational issues, as requested. Willingly adapts to change and adheres to decided actions.
2. Communicates and engages directly, clearly, and tactfully with colleagues and demonstrates respect for diversity and differing points of view among colleagues.
3. Provides feedback and healthy dialogue on performance and operational issues, as requested. Willingly adapts to change and adheres to decided actions.
4. Works willingly with others to accomplish goals. Engages with and considers the views of others when analyzing a situation or developing a solution to achieve team goals. Provides knowledge and resources to reach common goals.
5. Takes ownership of their contribution to the team’s overall success and understands how successful execution of their responsibilities contributes to public expectations for quality, service, and professionalism.
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| **3. INTEGRITY: *Do what is right for the right reason*** 1. Maintains a professional and respectful tone and exhibits diplomacy when dealing with sensitive or confrontational situations.
2. Behavior, gestures, and speech present a positive image of the University to customers.
3. Chooses ethical action, even under pressure, avoids situations that are inappropriate or present a conflict of interest, and holds self/others accountable for ethical decisions.
4. Is authentic, takes action consistent with stated intentions, and provides truthful explanations for actions
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| **4. ACCOUNTABILITY: *Own your actions and responsibilities*** 1. Takes responsibility for decisions without placing blame on others
2. Seeks ways to address development needs and recognizes growth and development opportunities for self and others
3. Serves as role model. Engenders trust, commitment, and civility. Fosters respect for diversity within work unit. Responsive to feedback from subordinates and others.
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| **5. INNOVATION: *Do more with less; create for meaning*** 1. Effectively manages resources for optimal results. Provides adequate stewardship of assigned resources, including budget, space, equipment, and staffing.
2. Promotes and engages in continual process improvement
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| 1. Looks for ways to improve efficiency or quality, discusses suggested improvements with others, and demonstrates flexibility in response to new or improved work processes.
2. Takes calculated risks, anticipates possible problems, and responds to recurring problems by investigating the underlying causes.
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| **6. SERVICE:  *Focus on others’ needs ahead of self*** 1. Willingly meets the needs of customers (internal and external) as the first consideration at all times
2. Selflessly contributes efforts to the primary goal of student success.
3. Provides candid, timely, and constructive feedback on performance and behavior and appropriately balances positive and negative messages. Actively coaches individuals and teams to strengthen performance. Identifies and provides useful development opportunities.
4. Notices and shows appreciation when employees achieve or exceed expected results and behaviors.
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|  **THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE** **EHRA Non-Teaching Performance Evaluation Review**  Human Resources Procedure **Revised April 2017**  **Purpose:** This procedure is established to provide guidelines for evaluating the performance of EHRA Non-Teaching personnel.  **Scope:** Applies to all EHRA Non-Teaching employees.  **INSTRUCTIONS:**  1. An annual evaluation shall be conducted on all EHRA Non-Teaching employees for the fiscal year July 1 through June 30 period.

 1. Supervisors should meet with employees at the beginning of each review cycle provide clarity on specific requirements to meet the goals and objectives of the unit or division for the rating period.

 1. For the overall performance evaluation, a rating should be given 1) based on the employee’s demonstrated commitment to the specified institutional values and BraveBook initiatives, and 2) the individual performance goals using the prescribed rating scale.

 1. The Supervisor will review the evaluation with the Vice Chancellor/Chancellor prior to reviewing the annual evaluation with the employee.

 1. The Supervisor should review the performance and rating with the employee, sign the evaluation form, obtain the signature of the employee, and share a copy with the employee.

 1. A copy of the completed evaluation should be filed with the respective Vice Chancellor/Chancellor and the Office of Human Resources.

 **RATING SCALE**  1. **Does Not Meet Expectations** – Specific deficiencies exist and should be addressed through a Corrective Action Plan and coaching.

1. **Meets Expectations** – Performs at an acceptable skill level and should continue to refine skills in this area.

 1. **Exceeds Expectations** – Has performed at a superior level on a particular project or performance factor during the past review period.
2. The Office of Human Resources is available to assist with guidance on the use of the evaluation review form and to support training on the EHRA Non-Teaching performance management process.
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