EPA Non-Faculty Performance Development Plan

Employee Name: _____ Position Title: _____

Division: _____ Department: _____

Supervisor: _____

It is the policy of UNC Asheville to provide performance feedback to all EPA non-faculty employees on a regular basis. Although assessment of an employee's performance is an ongoing process, overall performance will be evaluated by the direct supervisor at least once each year. The EPA Performance Development Plan helps to identify the major responsibilities of a position in alignment with the university's strategic plan, measures effectiveness in attaining goals and objectives, and promotes career growth and development.

The annual performance evaluation will cover the period from July 1 to June 30. As part of the process, the employee's job description should be reviewed annually and updated as needed. In general, EPA non-faculty performance evaluations should be completed and delivered to Human Resources by the first week of August each year. Employees under contract will be evaluated annually on a schedule that coincides with their contract renewals. Performance evaluations for employees with contracts should be forwarded to Human Resources as they are completed.

Pre-Performance Period Sign-off for _____ (Insert Fiscal Year)

The signatures below indicate that the supervisor and employee reviewed and agreed upon the major goals and objectives at the beginning of the performance period.

_____ _____

Employee Signature *Date*

_____ _____

Supervisor Signature *Date*

UNC Asheville's Strategic Plan

Public Responsibility	Liberal Arts	Long-Term Sustainability
Diversity & Inclusion: Assert and demonstrate our individual and collective responsibility to invite, honor, and learn from our differences, as preparation for an increasingly interconnected world. Intentionally reflect the vibrant demographics, in all its complexity, of our city, our region, our state and beyond. **North Carolina:** Attract, retain, and graduate North Carolina students of high academic promise by eliminating financial barriers to participation. Furnish North Carolina's economy with highly accomplished thinkers, negotiators, planners, collaborators, and problem-solvers. Assure that our campus, our region, and our State understand how uniquely positioned we are to define the practical, life-long value of a liberal arts education in the 21st century. **Asheville:** Share responsibility with the greater Asheville community for collaborations on issues of mutual concern, benefit, and accomplishment.	**Undergraduate Education:** Serve as the standard of excellence for public liberal arts undergraduate education, emphasizing interdisciplinary learning and exceptional faculty-student mentoring. **Undergraduate Research:** UNC Asheville will be the leading undergraduate research institution for faculty-mentored, student-directed Undergraduate Research. Assure continual stewardship of the Undergraduate Research program and deepen its focus on societal concerns. **The Campus Experience:** Engage all students in a robust campus learning experience based on community responsibility, learning, respect and service.	**Social Sustainability:** Build a respectful, vibrant, responsible and inclusive campus community for everyone that encourages academic, civic, and public engagement. Invest in the development and success of all students, faculty, and staff members. **Economic Sustainability:** Demonstrate the value of UNC Asheville's distinctiveness within the UNC System so that our optimal size and liberal arts mission are acknowledged and rewarded within the State formula for funding higher education. Increase private funding to assure the University's ability to fulfill its commitments to generations of students and citizens of North Carolina. **Environmental Sustainability:** Build on our state-wide leadership and recognition for environmental stewardship through continued academic inquiry, energy efficiency, conservation, and green building practices. Pursue creative, respectful, mission-focused campus expansion.

CURRENT YEAR OBJECTIVES

The employee objectives which the supervisor and employee agree upon at the beginning of the period should support UNC Asheville's Strategic Plan Goals. The employee's objectives should consider organizational, divisional and departmental targeted outcomes to which the employee can contribute. Employee objectives could include assigned responsibilities, special projects, priority programs or strategic results in existing programs.

Element of Strategic Plan the Objective/Goal Supports	Departmental Objective/Goal	Employee Objective/Goal	Actual Results

Element of Strategic Plan the Objective/Goal Supports	Departmental Objective/Goal	Employee Objective/Goal	Actual Results

Performance Expectations

At the beginning of the performance period, the supervisor and employee should discuss each of the performance expectations, their associated behaviors and how they relate to the quality of work in the position. At the conclusion of the performance period, the supervisor should check the box to indicate how performance expectations were applied during the review period.

EPA Rating Scale:

Meets Expectations – Meets established expectations. Enhances the opportunity for the department and its goals through competence and reliability. Exhibits quality of work through planning, execution and creativity. Makes meaningful contributions and demonstrates behaviors consistent with the University's mission and initiatives.

Improvement Needed – Inconsistently meets established standards and goals for the position. Performs below expectations on certain critical job requirements and responsibilities. Immediate and sustained improvement is required. *(Note: This level may be expected as an employee is learning new job responsibilities).*

Unsatisfactory – Performance generally fails to meet the defined expectations or requires frequent, close supervision and/or the redoing of work. The employee is not doing the job at the level expected for employees in this position. Unsuccessful job performance is due to the employee's lack of effort or skills.

CATEGORY/EXPECTATIONS	SUPERVISOR'S EVALUATION
1. Collaboration and Teamwork - The extent to which the employee is able to work effectively and productively with colleagues and contribute as a member of a work team or unit. Satisfactory performance is indicated by an employee who establishes good rapport with colleagues and adjusts work style or approaches in a way that encourages or supports productive collaboration.	☐ Meets Expectations ☐ Improvement Needed ☐ Unsatisfactory
2. Valuing Diversity – Demonstrates inclusion and respect for diversity and differing points of view among colleagues.	☐ Meets Expectations ☐ Improvement Needed ☐ Unsatisfactory
3. Communication Skills – The extent to which the employee is able to use verbal and written communications to express thoughts, ideas and information in communicating with colleagues, clients, supervisory management and other individuals in the work setting. Satisfactory performance is indicated by an employee who communicates in a manner that clearly and accurately conveys information, is professional and respectful in tone, is suitable for the target audience, and is concise but sufficient in terms of required detail.	☐ Meets Expectations ☐ Improvement Needed ☐ Unsatisfactory

CATEGORY/EXPECTATIONS	SUPERVISOR'S EVALUATION
4. Organization and Task Management – The extent to which the employee is able to organize his/her work in a manner that facilitates timely and efficient completion of assigned tasks. Satisfactory performance is indicated by an employee who demonstrates a work environment that is maintained in an organized and professional manner, is able to discern and reconcile competing priorities, manages multiple tasks or assignments, appropriately seeks clarification from or provides updates to supervisory management on the status of assigned workload, and generally completes assignments within established deadlines.	☐ Meets Expectations ☐ Improvement Needed ☐ Unsatisfactory
5. Technical/Subject Matter Expertise – The extent to which the employee demonstrates a mastery of the relevant technical or task-specific expertise necessary to perform the assigned duties. This may include knowledge of technology, procedures, policies, relevant research methods, or methods, standards or techniques that are specific to the employee's position and profession. Satisfactory performance is indicated by an employee who demonstrates relevant technical or subject-matter knowledge at a level sufficient to perform the duties of the position in an accurate and professional manner without requiring an unusual degree of oversight or correction.	☐ Meets Expectations ☐ Improvement Needed ☐ Unsatisfactory
6. Ambassador for the University – The employee has a good overall understanding of UNC Asheville, shares the responsibility for building a respectful, vibrant and responsible campus community and serves as a good representative for the University.	☐ Meets Expectations ☐ Improvement Needed ☐ Unsatisfactory
SUPERVISORY/LEADERSHIP RESPONSIBILITIES *- The following section is for employees with supervisory/leadership responsibilities*	
7. Leadership – The extent to which the employee provides effective and demonstrable leadership of the assigned unit, department, division, program or center. Satisfactory performance is indicated by an employee who is proactive in planning and communicating unit goals and objectives, providing good stewardship of assigned resources including budget, space, or equipment, and assuring that the unit is responsive to its assigned mission. The extent to which leadership is exercised in compliance with all relevant University policies, procedures and business practices is a critical component of satisfactory leadership performance.	☐ Meets Expectations ☐ Improvement Needed ☐ Unsatisfactory
8. Supervision – The extent to which the employee provides responsible and effective oversight of individuals under their supervision. Satisfactory performance is indicated by an employee who engenders trust and commitment on the part of individuals in the work unit, provides clear and reasonable directions to subordinates regarding assigned duties, solicits and is responsive to feedback to help foster a participative and productive work environment, and assures civility and respect for diversity among and between members of the work unit. Attention to employee development, providing candid and constructive feedback regarding subordinate performance, and adhering to all relevant University human resources policies are also critical components of satisfactory supervisory performance.	☐ Meets Expectations ☐ Improvement Needed ☐ Unsatisfactory
9. EEOI Training – Employee has attended the Equal Employment Opportunity Institute training program. This one-time training session is required by the State of North Carolina for every supervisor, and should be taken within one year of their initial appointment.	☐ Yes ☐ No

Professional Development Plan:

Supervisor's Comments: *Summarize the employee's overall performance based on current year objectives and performance factors.*

Employee's Comments: *The employee has the option of making comments regarding the review process, review results and the professional development plan below (may attach additional page if needed).*

Yes	No	
		The employee's job description has been reviewed and updated as needed. (Note: If job description needs to be updated, contact Human Resources at 251-6605 to have the online form forwarded to the supervisor).

Signatures:

_____ _____

Supervisor's Signature Date

The employee's signature indicates that the appraisal results have been discussed with him or her and that the employee understands the results; the signature does not reflect the employee's agreement or disagreement.

_____ _____

Employee's Signature Date