



# EMILY CARR UNIVERSITY OF ART + DESIGN

## Annual Performance Review System:

Implementation Guide for Administrative Roles on Grid 1 – 19

Last updated: April 1, 2022

## PROGRAM HIGHLIGHTS

Effective April 1, 2022, the Emily Carr University of Art + Design (ECUAD) compensation framework for Administrators has been revised from the previous 2018 version. While the new version remains compliant with the Post-Secondary Compensation Framework, commonly referred to as CoSEC, the updated system will attempt to better define and clarify the following:

- What are goals?
- How should goals be defined in relation to: normal work activities; special projects and initiatives; professional development; and other forms of service to the university in relation to the institution's strategic priorities and commitments to Equity, Diversity and Inclusion, with an emphasis on indigenization and decolonization?
- How do we measure and define performance under the stated goals?
- How do we consistently administer a merit-based framework as it relates to meeting or not meeting expectations, and under what conditions can an exceptional level of performance merit an above average increase to compensation?

ECUAD will continue to administer administrative compensation under the sectoral compensation ranges, and any increase must be within the prescribed range as per the classification of the role.

- An increase of **up to 5%** per calendar year, subject to budgetary guidelines, may be granted to those who meet expectations. **However, due to current budgetary constraints, 2% shall be the default amount for those administrators who meet expectations.**
- An increase above the norm is possible on an exceptional basis, and may require authorization from the Post-Secondary Employers Association. All requests for an exception must be supported by a business case that will be reviewed by the Executive Compensation Review Committee, which is comprised of:

- AVP HR + Privacy Officer,
  - VP of Academic Affairs + Provost
  - VP Finance + Administration
  - President + Vice-Chancellor.
- The annual cycle is as follows:
    - Cycle Start: April 1st
    - Mid Cycle Review: October
    - Complete Cycle Review: March 31st.
    - New Salary Effective Date: April 1st, paid retroactively following the receipt of all necessary documentation and approvals.
  - For probationary employees, increases are applied, on a moving forward basis, upon successful completion of their probationary period.

Ex. Employee X is a probationary employee whose probationary period ends on July 21<sup>st</sup>, 2023 and is completing documents for the April 2022 - March 2023 cycle. Once the administration of the process is completed, subject to successful completion of the probationary period, X's increase would be applied retroactive to July 22<sup>nd</sup>, 2023.

## ELIGIBILITY

**Permanent and probationary excluded employees with at least 6 months of service\* during the cycle are eligible to receive a merit-based increase in the performance year they were hired.**

Ex. 1 permanent or probationary employees: Employee C was hired September 30<sup>th</sup>, 2021, and may participate in the 2021/22 cycle, but Employee D was hired on October 1, 2021 and cannot participate until the 2022/23 cycle.

**Temporary employees who have already, or will have, completed one full year of service in their temporary role, at the end of a cycle.**

Ex. 2 temporary employees: Employee E was hired February 1, 2022, and it is possible that they could be extended in their role beyond March 31, 2023. They would be able to participate in the 2022/23 cycle but would only receive the related increase if the assignment continued beyond March 31, 2023.

However, Employee F was hired April 15, 2022, and will not have completed one full year of service before March 31, 2023. They would not be able to participate in the 2022/23 cycle, but if there is a possibility that they may be extended through March 2023, they may be eligible to participate in the 2023/24 cycle.

Note: Where a temporary assignment end date is ambiguous, supervisors may wish to work with their temporary employees on performance documents in anticipation of extension of the assignment.

## PROGRAM OVERVIEW

### **Purpose:**

To provide a structured space for dialogue between a supervisor and employee, centered around clearly defined goals.

The goals shall be evaluated for the purposes of supporting a merit-based performance increase to the employee's base compensation.

Goals can be defined in a variety of ways and should not be limited to discrete projects. The following list details the various goal types, and how they can be structured.

#### **o Core Goals**

- **Job Function Goal** - e.g. Pull critical aspects from the individual's job description and structure a goal that supports this function's alignment to the Strategic Plan or EDI action plan.
- **Equity, Diversity, and Inclusion Goal** - what work, learning and education can the employee engage with

to support a more diverse and inclusive teaching, learning and working environment for all.

- **Reconciliation Goal** - any significant activities or contributions to the university's engagement with the TRC recommendations.

#### o **Elective Goals**

- **Stretch Goal** - e.g. what project or initiative will the employee contribute toward, or undertake, that will aid their growth and development as a professional.
- **Collaboration Goal** - e.g. day to day activities, or projects or initiatives that requires collaboration between the individual and areas outside of their unit or across multiple units within the university.
- **Professional Development Goal** - any activities that can be undertaken, or at least initiated, in the review cycle that will provide a mutual benefit to the employee and the university. This may also include training that the employee undertakes that is of sole benefit to the university.

## **Requirements:**

There are minimum requirements that every performance plan must meet. They are as follows:

- Each performance review should contain at least 5 unique goals: one of each core goal type listed above, plus two or more goals selected from either core or elective goal types.
- Each goal should express how the leader and staff member function and succeed as a team; and
- Each goal must align in some way to the University's Strategic Plan, EDI Action Plan or Mandate letter.

In developing the common goals, an attempt should be made to ensure they are "SMART" in nature:

- **Specific**
- **Measurable**
- **Attainable**
- **Realistic**
- **Timely**

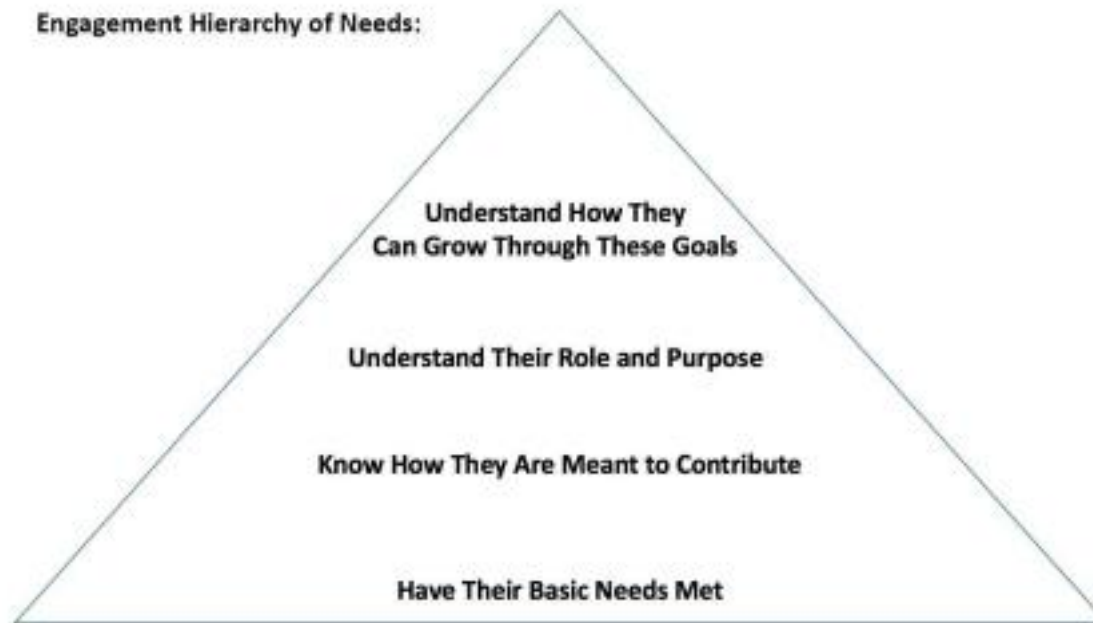
Goals may be fully achieved within a review cycle but oftentimes depending on their significance and active components within the goal, it may not be achievable within one review period.

## **Principles:**

**Empowered** – The Performance Review endeavors to identify and articulate the following elements that form an empowered Administrator:

- **Authority** – ability of a team to take action.
- **Self-determination** – ability of a team to decide what problems to work on and what methods are best.
- **Alignment** – a scale measuring how close an Administrator's personal needs are aligned to the organization's needs.
- **Skills** – the ability of a team to analyze problems and implement/drive solutions.
- **Resources** – those items necessary for a team to understand a problem and implement solutions; also, the time to work on solutions, and access to subject matter experts.
- **Information** – ability of a team to have access to information and metrics of various data sources.

**Engaged** – The Performance Review is designed to reinforce a higher degree of engagement within the team to promote and sustain a more effective working relationship. When thinking about levels of engagement, the team's level of engagement should be considered in relation to the hierarchy of needs:



**Accountable** – The Performance Review provides a set of tools for tracking and documenting how the team fulfills its identified goals. At the discretion of the leader, the former University Strategic Plan, the EDI Action Plan and the Mandate letter can all be used as guidelines in aligning the team’s goals with the Institution.

## **Procedures:**

### **1. Goal Setting:**

The leader and team member meet to discuss their common goals for the next year. When the goals are identified, a conversation takes place around what each other need from the partnership to be successful in achieving the identified goals. The nature of the conversation is focused on how the team is enabled to succeed.

- a. Prior to the leader and staff member meeting, the staff member is encouraged to review their job description and think about what he or she would like to try to accomplish in the next year, in partnership with their leader.

- b. The leader may choose to discuss or provide a framework defining their departmental goals, considering how the individual fits into the overarching framework. Alternatively, a leader can develop goals specific to the individual in the absence of an overarching framework.
- c. The leader and staff member meet to discuss the common goals they will endeavor to accomplish over the next year.
- d. Goals can be broken down into types, as stated above;
- e. When the goals are identified, a conversation takes place around what each other needs from the partnership to be successful in achieving the identified goals.
- f. The nature of the conversation is focused on the following elements:
  - i. **Empowered:** when considering the elements that contribute to an empowered team dynamic, what are the top three elements that require specific attention and how will the team address those elements?
  - ii. **Engaged:** what is necessary to maintain a high level of engagement within the team?
  - iii. **Accountable:** how does this goal align to the purpose of the University?
    - At the discretion of the leader, the former University Strategic Plan, the EDI Framework, and the Mandate letter can all be used as guidelines in aligning the team's goals with the Institution.

## 2. Mid-Cycle Review:

- a. This requires a discussion that is intended to assess the current state of the goals.
  - i. What obstacles and barriers arose and how did the team navigate them?
  - ii. What remains in play that may impede the team from achieving the goals? And what can be done to remove them?
  - iii. What resources have assisted in meeting the goals? Is anything missing?

## 3. Full-Cycle Team Member Self-Assessment:

- a. The team member completes a self-assessment using the **Full-Cycle Review** as a guide.
- b. The self-assessment is an informal step in the Performance Review cycle, and is used to facilitate the discussion at Section 4 of the Procedures.

## 4. Full-Cycle Review:



The leader and team member engage in a discussion driven by the initial goals set out in Section 1 and taking into consideration the Full-Cycle Team Member Self-Assessment.

- i. Did the team achieve its goals?
- ii. What worked well over the last year? What requires improvement?
- iii. What did the Team Member and Leader learn from last year's experiences?
- iv. Planning forward: Is the goal complete, to be carried forward, or has it evolved into a new goal because it has been achieved?

#### **5. Salary Adjustment Recommendation:**

- a. When it is anticipated that a goal should be achieved within one review cycle, the following framework will help to measure the outcome of the goal:
  - i. What percentage of critical objectives did the team member meet?
  - ii. What percentage of main/secondary tasks did the team member complete?
  - iii. What percentage of the goal did the team member abandon/find unattainable?
  - iv. Did this team member produce what they set out to produce? (are they effective?)
  - v. Did this team member use resources well? (are they efficient?)
  - vi. Does this team member take actions to improve themselves and their environment? (are they learning and improving?)
  
- b. When it is anticipated that a goal will extend beyond one review cycle, leaders can evaluate goals in the following way:
  - i. What significant milestones or objectives were achieved in this review cycle?
  - ii. What obstacles were encountered while striving towards the Goal?
  - iii. What worked well in striving towards this goal? What requires improvement?
  - iv. Did the outcomes in the review cycle meet the expectations of the leader?
  
- c. For each goal, assign a number rating as follows:
  - i. Fully Met Expectation = 2
  - ii. Partially met Expectation = 1
  - iii. Did not Meet Expectation = 0
  
- d. Should the Leader evaluate the performance at an exceptional level, a fully-developed business case will be

submitted for review to the Executive Compensation Review Committee. Approval will be granted on a truly exceptional basis and should not be considered the de facto norm. Please use the template provided for submitting an Exceptional Salary Adjustment Request.

**6. Final Submission:**

- a. The following completed documents are submitted to Human Resources for filing and to assist in the administration of salary increases under the sectoral compensation framework.
  - i. Team Goal Setting
  - ii. Mid-Cycle Team Review
  - iii. Full-Cycle Review
  - iv. Salary Adjustment Recommendation
  - v. Optional: Exceptional Salary Adjustment Request

**Performance Review tools and documents can be found here:** <https://www.ecuad.ca/about/administration/human-resources/staff-faculty-resources>