



Staff Evaluation Policy and Procedure

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1 PURPOSE

- 1.1 The aim of this policy and procedure is to ensure that staff at the Canadian National Institute of Business ('CNIB') are provided with ongoing support and appropriate opportunities to develop and advance in their field.

2 SCOPE

- 2.1 This policy and procedure applies to all CNIB's staff, both academic and administrative; to all permanent, casual and contract (sessional) staff; and to all staff involved in the processes of performance monitoring, professional development and promotion.

3 POLICY STATEMENT

- 3.1 This policy and procedure acknowledges the value of professional and engaged staff, and the advantages of ongoing staff development to the standing of CNIB, as well as the integrity of its operations and mission.
- 3.2 CNIB aims to develop its staff to adapt to the significant changes that continue to occur in the education sector. Professional development will be a catalyst for ongoing self-improvement throughout a staff member's career.
- 3.3

4 PROCEDURES

Staff Performance Evaluation

- 4.1 All full-time and part-time ongoing employees and employees on fixed term contracts of 12 months or more, including instructors will undergo a formal performance evaluation at the end of their probation period and at least once every year thereafter as part of their continuous professional development and to comply with EQA 4.2.5.1.
- 4.2 All staff evaluations are conducted by the Senior Educational Administrator or appropriately qualified delegate.
- 4.3 Staff performance evaluation is a process that allows a staff member and the Senior Educational Administrator or appropriately qualified delegate to review past performance, and to make joint plans that will enhance and support future performance. An effective staff performance evaluation is predominantly future focused.
- 4.4 The performance evaluation provides an opportunity to review the staff member's position description and where necessary make any necessary adjustments to align the position description to the actual tasks that the staff member performs.



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- 4.5 Staff evaluation is also an opportunity to identify any barriers that may have prevented the staff member from realising their potential. Strategies can be put in place to ameliorate these barriers and thereby enhance the staff member's ability to achieve their full potential.
- 4.6 The outcome of the staff evaluation process is a shared understanding of how the staff member will focus their performance in the following 24 months and what professional development opportunities might be appropriate in this context.
- 4.7 Staff evaluation must not substitute for regular ongoing communication between staff members and their managers with respect to positive or negative day-to-day experience.
- 4.8 During the staff evaluation the effectiveness of professional development plans from the previous evaluation will be reviewed and, based on that review and the staff member's individual needs, a professional development plan for the upcoming year will be developed.
- 4.9 Staff evaluation are not to be used as part of a disciplinary process. If a staff member is underperforming, the specific issues need to be addressed in a timely manner as part of an ongoing process of mentoring, counselling and training where appropriate.
- 4.10 If a staff member has engaged in inappropriate behaviour, the specific behaviour should be addressed at the time it occurs and appropriate investigation and/or disciplinary action taken. The inappropriate behaviour should not be raised in the first instance at staff appraisal time.
- 4.11 Evaluations will be undertaken by the student, the instructor and the SEA. The relevant form templates are included in the below appendix.
- 4.12 IECP requires student feedback to be included in faculty performance evaluations. Therefore student feedback will be incorporated into instructor performance reviews. A student feedback form may be developed
- 4.13 Records of staff evaluation will be maintained on the staff member's personnel file.

Grievances and Disputes

- 4.14 It is the policy of CNIB to address and resolve issues or concerns at the earliest opportunity. If an applicant, staff member or other party wishes to lodge a grievance or complaint, they may either report the matter to the appropriate Manager, or avail themselves of the grievance process as outlined in the *Staff Grievance Policy and Procedure*.

5 RELATED DOCUMENTS

Documents

Professional Development Policy and Procedure
Staff Grievance Policy and Procedure
Staff Handbook
Staff Qualifications, Recruitment and Appointment Policy and Procedure
Performance review discussion plan template
Performance improvement plan template
Course Evaluation form
Assessor Evaluation form
Instructor Evaluation form

6 FEEDBACK

- 6.1 CNIB staff and students may provide feedback about this document by emailing compliance@cnibbc.ca

7 APPROVAL AND REVIEW DETAILS

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| Approval and Review | Details |
|---------------------|--------------------------------|
| Approval Authority | Director |
| Administrator | Senior Education Administrator |

8 Appendix A

Performance review discussion plan template

Suggested steps for developing a performance review discussion plan

Step 1: Before the discussion

Before the performance discussion, use the plan template to record:

- Your employee's individual performance goals for this performance cycle, and how you think they've performed against their goals.
- What you think your employee has done well.
- What you think your employee could do better.

Step 2: During the discussion

During the meeting, use the plan template to record:

- How your employee thinks they've performed against each of their goals.
- Any feedback or concerns that your employee has.
- Any discussion about the employee's career goals or future within your business.
- Any goals that you and the employee agree on for the next performance cycle, and the support that you'll provide to help the employee meet their goals (eg. training).

Also note when you and the employee will next meet to review their performance, as well as any next steps for you and/or the employee.

You can use the information that you record in the plan to develop the employee's performance agreement for the next performance cycle.

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Evaluation review discussion plan

Before the discussion

What were your employee's individual performance goals for this performance cycle and how well do you think they've performed against each of their goals?

[illegible]

What has your employee done well?

[illegible]

What could your employee do better?

During the discussion

How does your employee think they've performed against each of their goals?

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Does your employee have any feedback or concerns?

Did you discuss the employee's career goals and future within your business?

What individual performance goals have you and your employee agreed on for the next performance cycle?

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What support have you agreed to provide to your employee to help them reach their goals?

When will you next meet with the employee to evaluate their performance?

What are the next steps?

For you:

For your employee:



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9 Appendix B

Performance improvement plan template

Suggested steps for developing a performance improvement plan

Step 1: Plan

Use the template to prepare a performance improvement plan for your employee.

Begin by clearly identifying the specific area or areas in which the employee needs to improve their performance.

Step 2: Meet with your employee

Next, explain what your employee needs to do to improve their performance and how they can do this, along with what support you'll provide to them (eg. training). Also explain to them what their responsibilities are, and what your responsibilities are.

Give your employee a reasonable time to improve their performance and set a date or dates for further review.

Finally, explain what will happen if your employee's performance doesn't improve.

Both you and your employee should sign and keep a copy of the plan.

Step 3: Monitor

Monitor your employee's performance while the plan is in place. Regularly check-in with your employee over that period to discuss their progress.

Step 4: Review

Meet at the times set out in the plan to review your employee's performance. Before these meetings, both you and your employee should assess their performance. After these meetings, you should update the plan to make sure it stays current (eg. to explain what your employee still needs to improve, and any further support that you'll provide).



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PERFORMANCE IMPROVEMENT PLAN

| Details | |
|---|---|
| Employee name | <employee name> |
| Employee position and level | <position title and level> |
| Manager name | <manager name> |
| Manager position | <manager position> |
| Date of plan | <date plan was made> |
| Period of plan | <insert start date> to <insert end date> Typically 6 – 8 weeks |
| Interim review date | <interim review date> |
| Final review date | <final review date> |
| Performance improvement objective: <Objective> <i>Describe the specific area in which the employee's performance needs to improve.</i> <i>eg. – Objective: Timely and accurate processing of customer orders</i> | |

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| Details | |
|-------------------|---|
| Required outcomes | <p><i><required outcomes></i></p> <p><i>Describe what the employee needs to do to improve their performance to the required standard. The required outcomes should be specific, measurable and realistic. In most cases, the required outcomes should be described as a measurement of quality, quantity or timeliness.</i></p> <p><i>eg.</i></p> <ul style="list-style-type: none"><i>• Process all customer orders within 48 hours of receipt.</i><i>• Process at least 15 orders each day.</i><i>• Complete order-related paperwork neatly and accurately.</i> |
| Strategies | <p><i><strategies></i></p> <p><i>Describe how the employee is going to meet the required outcomes.</i></p> <p><i>eg.</i></p> <ul style="list-style-type: none"><i>• Your priority task at all times will be processing customer orders.</i><i>• If you have any questions (eg. you're not sure how to complete a task, or if you're asked to complete a different task), you must immediately raise this with your manager.</i> |
| Support | <p><i><supports></i></p> <p><i>Describe what support you're going to provide to the employee to meet the required outcomes.</i></p> <p><i>eg.</i></p> <ul style="list-style-type: none"><i>• Your manager will provide you with refresher training on the order software.</i> |

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| Details | |
|--|--|
| | <ul style="list-style-type: none">• <i>Your manager will meet with you each Monday to provide you with feedback on your progress against the required outcomes.</i> |
| Responsibilities | <p><i><responsibilities of all relevant parties></i></p> <p><i>Describe the responsibilities of the employee, their manager and any other relevant parties.</i></p> <p><i>eg.</i></p> <p><i>Employee:</i></p> <ul style="list-style-type: none">• <i>to meet the required outcomes by the final review date.</i>• <i>to participate in refresher training on the order software and weekly feedback meetings with your manager, as well as any other training or development activities that your manager considers appropriate.</i> <p><i>Manager:</i></p> <ul style="list-style-type: none">• <i>to provide you with on-the-job support.</i>• <i>to provide you with refresher training on the order software.</i>• <i>to conduct weekly feedback meetings.</i> |
| Consequences | <p><i><consequences ></i></p> <p><i>Describe the consequences if the employee doesn't meet the required outcomes by the final review date.</i></p> <p><i>eg. If you fail to meet the required outcomes by the review date, without a reasonable excuse, you will be given a final written warning.</i></p> |
| <p>Performance improvement objective: <i><objective></i></p> <p><i>Repeat for additional objectives</i></p> | |

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| Details | |
|-------------------|---|
| Required outcomes | <i><required outcomes></i> |
| Strategies | <i><strategies></i> |
| Supports | <i><supports></i> |
| Responsibilities | <i><responsibilities of all relevant parties></i> |
| Consequences | <i><consequences></i> |

Manager signature:

Print name:

Date:

Employee signature:

Print name:

Date:

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Employee self-assessment

Employee to complete before the interim and final review meeting.

How do you think you have performed against each of your performance improvement objectives?

<Employee comments>

Other comments:

<Employee comments>

Employee signature:

Print name:

Date:

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Manager assessment

Manager to complete before the interim and final review meeting.

How do you think the employee has performed against each of their performance improvement objectives?

<Manager comments>

Other comments:

<Manager comments>

Manager signature:

Employee signature:

Print name:

Print name:

Date:

Date:

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10 Appendix C

| Instructor Evaluation Form | | | | | |
|--|---|---|---|---|---|
| Name: | | | | | |
| Date: | | | | | |
| Course: | | | | | |
| CNIB is committed to providing quality programs. Your feedback is important to us, as it helps to continuously improve our services to students. Please take a moment to provide us with feedback regarding the training program. Please place a circle around the number (See Scale adjacent) which indicates your rating of the following: | | | | Scale: 1 = Poor 2 = Below average 3 = Average 4 = Above Average 5 = Excellent | |
| Course Evaluation | | | | | |
| Course content was relevant and meaningful to the subject. | 1 | 2 | 3 | 4 | 5 |
| Course materials were sufficient for clients to achieve the learning outcomes. | 1 | 2 | 3 | 4 | 5 |
| Activities in the course were meaningful and relevant. | 1 | 2 | 3 | 4 | 5 |
| Activities provided sufficient group interaction. | 1 | 2 | 3 | 4 | 5 |
| Evaluating your own performance | | | | | |
| Presentation / facilitation / teaching Skills | 1 | 2 | 3 | 4 | 5 |
| Your knowledge of subject | 1 | 2 | 3 | 4 | 5 |
| Your interaction with learners | 1 | 2 | 3 | 4 | 5 |
| Your comfort in your own knowledge of the content within the course materials | 1 | 2 | 3 | 4 | 5 |
| Method of training to achieve the learning outcome | 1 | 2 | 3 | 4 | 5 |
| Facilities Evaluation | | | | | |
| Venue provided comfortable environment with adequate facilities | 1 | 2 | 3 | 4 | 5 |
| Venue was accessible and easy to find | 1 | 2 | 3 | 4 | 5 |
| Assessment Process | | | | | |
| Ease of the assessment process | 1 | 2 | 3 | 4 | 5 |
| Information provided to clients regarding assessment process | 1 | 2 | 3 | 4 | 5 |
| Completeness of process | 1 | 2 | 3 | 4 | 5 |
| Assessment materials and forms | | | | | |
| Clarity of assessment materials | 1 | 2 | 3 | 4 | 5 |
| Ease of use of materials | 1 | 2 | 3 | 4 | 5 |
| Assessment Marking Guides | 1 | 2 | 3 | 4 | 5 |
| Amount of detail and instruction for you to complete assessments | 1 | 2 | 3 | 4 | 5 |
| Provision of assessment templates / examples | 1 | 2 | 3 | 4 | 5 |
| Evaluating your own performance | | | | | |
| Your Skills | 1 | 2 | 3 | 4 | 5 |

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| Instructor Evaluation Form | | | | | |
|---|---|-------|---|---|---|
| Your Knowledge | 1 | 2 | 3 | 4 | 5 |
| Your Judgements | 1 | 2 | 3 | 4 | 5 |
| What parts of the training went well? Why? | | | | | |
| What parts of the training program could be improved? Why? | | | | | |
| What parts of the assessment went well? Why? | | | | | |
| What parts of the assessment could be improved? Why? | | | | | |
| How could we support you further in conducting assessments? | | | | | |
| Any further comments? | | | | | |
| Signature: | | Date: | / | / | |

Thank you for your feedback.

| Admin Use Only | | | | |
|--|---------|-------|---|---|
| <input type="checkbox"/> Evaluation Form processed | Initial | Date: | / | / |

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11 Appendix D

| Course Evaluation Form | | | | | |
|--|---|-------|---|---|---|
| Name: | | | | | |
| Date: | | | | | |
| Course: | | | | | |
| CNIB is committed to providing quality training programs. Your feedback is important to us, as it helps to continuously improve our services to clients. Please take a moment to provide us with feedback regarding your training experience with us. Please place a circle around the number (See Scale adjacent) which indicates your rating of the following: | | | | Scale: 1 = Poor 2 = Below average 3 = Average 4 = Above Average 5 = Excellent | |
| Course Evaluation | | | | | |
| Information received regarding the course was clear, accurate and informative | 1 | 2 | 3 | 4 | 5 |
| Course content was relevant and meaningful to my job / future aspirations | 1 | 2 | 3 | 4 | 5 |
| Course materials received/ used were appropriate, clear and easy to use | 1 | 2 | 3 | 4 | 5 |
| Activities in the course were meaningful and relevant | 1 | 2 | 3 | 4 | 5 |
| Activities provided sufficient group interaction | 1 | 2 | 3 | 4 | 5 |
| Did you feel safe and respected in this course? | 1 | 2 | 3 | 4 | 5 |
| Did the course promote cultural diversity and inclusivity? | 1 | 2 | 3 | 4 | 5 |
| Was academic integrity and fairness upheld in assessments? | 1 | 2 | 3 | 4 | 5 |
| Instructor Evaluation | | | | | |
| Instructor Presentation / facilitation / teaching Skills | 1 | 2 | 3 | 4 | 5 |
| Instructor Knowledge of subject | 1 | 2 | 3 | 4 | 5 |
| Instructor ' interaction with learners | 1 | 2 | 3 | 4 | 5 |
| Instructor Knowledge of the content of the course materials | 1 | 2 | 3 | 4 | 5 |
| Method of training to achieve the learning outcome | 1 | 2 | 3 | 4 | 5 |
| Facilities Evaluation | | | | | |
| Venue provided comfortable environment with adequate facilities | 1 | 2 | 3 | 4 | 5 |
| Venue was accessible and easy to find | 1 | 2 | 3 | 4 | 5 |
| What did you like most about the course? | | | | | |
| What did you like least about the course? | | | | | |
| Any further comments? | | | | | |
| Signature: | | Date: | / | / | |

Thank you for your feedback.

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Admin Use Only

☐ Evaluation Form processed

Initial

Date:

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12 Appendix E

Student Feedback Form

| | | | | | |
|---|---|---|---|---|--|
| Student Name: | | | | | |
| Instructor Name: | | | | | |
| Course: | | | | | |
| CNIB is committed to providing quality programs. Your feedback is essential in maintaining high teaching standards at CNIB. This form allows you to provide anonymous and constructive feedback about your instructor's performance. All responses are confidential and used for professional development purposes. | | | | | 1 = Poor 2 = Below average 3 = Average 4 = Above Average 5 = Excellent |
| Instructor Effectiveness | | | | | |
| The instructor clearly explains course objectives. | 1 | 2 | 3 | 4 | 5 |
| The instructor provides clear and understandable lectures. | 1 | 2 | 3 | 4 | 5 |
| The instructor engages students and encourages participation. | 1 | 2 | 3 | 4 | 5 |
| The instructor provides helpful feedback on assignments and exams. | 1 | 2 | 3 | 4 | 5 |
| The instructor treats students with respect and fairness. | 1 | 2 | 3 | 4 | 5 |
| Did the instructor foster an inclusive learning environment? | 1 | 2 | 3 | 4 | 5 |
| Did the instructor address diverse learning needs? | 1 | 2 | 3 | 4 | 5 |
| Did the instructor support academic integrity and student well-being? | 1 | 2 | 3 | 4 | 5 |
| The instructor uses real-world examples to enhance learning. | 1 | 2 | 3 | 4 | 5 |
| Course Delivery & Support | | | | | |
| The course materials were useful and well-organized. | 1 | 2 | 3 | 4 | 5 |
| The instructor was available and approachable for help. | 1 | 2 | 3 | 4 | 5 |
| The assessments were fair and reflected course content. | 1 | 2 | 3 | 4 | 5 |
| The instructor effectively uses technology and learning tools. | 1 | 2 | 3 | 4 | 5 |
| The instructor encouraged academic integrity and professional behavior. | 1 | 2 | 3 | 4 | 5 |
| Open Questions | | | | | |
| What aspects of the instructor's teaching were most effective? | | | | | |
| What improvements would you suggest for the instructor? | | | | | |
| Did the instructor create an inclusive and supportive learning environment? | | | | | |
| Would you recommend this instructor to future students? Why or why not? | | | | | |



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Student Feedback Form

Any further comments?

Signature:

Date:

/ /

Confidentiality Notice

Your responses are anonymous and will only be used for staff evaluation and professional development. Your honest feedback helps us improve teaching quality at CNIB.
Thank you for your valuable input!

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