**Associate Director: Annual Performance Review (APR)**

For more information about the APR process, please see the ‘Annual Performance Review (APR) Guidelines’ document. This document and electronic copies of this APR form can be found on the shared drive in the following folder: S:\Academic Team\Annual Performance Review (Academic Team).

**Staff member information**

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| Name: Elena Sapp | | |
| Period covered by APR | From: May 2013 | To: April 2014 |
| Supervisor: Bob Gilmour |  | |

**Meeting Tracker**

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| Meeting | Date Held | Length of Meeting |
| Planning Meeting  (May/June) | 4th March 2013  6th May 2013 | 90 mins |
| Interim Meeting 1  (August - September) |  |  |
| Interim Meeting 2  (December -January) |  |  |
| Review Meeting  (beginning to mid-April) |  |  |

[Note: Review and Planning Meetings may be held at the same time. Additional interim meetings may be added as and when necessary.]

**Description of main role and responsibilities**

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| The percentages indicated are given as guidelines only and may vary:  **50% - Management, Administration and Development**  **Primarily, the vision for this role is that it operates in a vertical management role across the academic team rather than taking a position between the Director for Academic Programs and the Program Managers. In this vertical role, this position would maintain a strong link between the Management team, the instructors and the students/classroom. This role would therefore be more inward looking towards the support, development and smooth running of the academic team in the Center thereby giving the Director of Academic Programs the opportunity to (1) provide operational level and strategic leadership alongside the Center Director and Director of the Student Experience/International Admissions, (2) serve as an ambassador for the Center meeting with groups, agents, sponsors, students and other constituents to communicate and implement long and short-term goals for the Center, (3) play a more outward-facing, strategic role through engagement with OSU stakeholders, International Programs, other partnership Centers and potential partners, the IUP global team and agents, (4) directly supervise the Program Managers and the academic programs, (5) work closely with admissions, academic support and student services and (6) deal with student issues within the Center.**  **Therefore, given this context, the Associate Director of Academic Programs would:**   * **teach a variety of classes across the academic programs (up to 33%)** * **supervise Associate Program Managers and Instructors** * **provide support for Associate Program Managers, lead teachers and instructors** * **provide leadership in professional development** * **provide leadership in the annual performance review process** * **build and sustain a performance-based team environment** * **perform annual evaluations of faculty and staff who are direct reports** * **lead, train and develop search committees and oversee staff orientation** * **coordinate, and ensure follow through of the hiring, orientation, evaluation and performance of language program faculty in consultation with the APIP and INTO OSU Center Director, within OSU policies and in coordination with INTO OSU policies** * **serve as a role model for working with and advising students, maintaining collegial relationships and high professional standards in all matters.** * **provide leadership for observations and classroom support** * **provide leadership and training for technology use in the classroom** * **provide leadership for instructors involved in committees and advisor positions** * **support and work with the Learning Center Manager** * **establish and support open and facilitative channels of communication throughout the academic team including, but not limited to, a faculty committee** * **be responsible for all HR-related issues concerning the academic team** * **lead the staffing committee** * **monitor quality assurance procedures for academic programs and oversee consistent program reporting** * **provide leadership for program staff in implementing and monitoring faculty-student committees** * **act as a positive ambassador for the INTO OSU Center**   **33% - Teaching**  **Instructor - ESL: teach English to international students at the INTO OSU Center. This may include teaching 'English for Academic Purposes' (EAP), General English and/or English for Specific Purposes (ESP) all of which would entail teaching study skills and cultural awareness as appropriate. The Associate Director of Academic Programs will specifically seek to rotate teaching duties to cover different aspects of different academic programs each term. To this end, you will make purposeful and appropriate lesson plans that provide for effective teaching strategies and meet the individual needs of students; prepare, select, and use teaching-learning materials for international students (including the use of textbooks, in-house materials and self-created materials); assess students and provide both formative and summative evaluations; design tests and assessment tasks as required; provide oral and written feedback to students and other stakeholders (e.g. program managers, academic schools, marketing staff, sponsors and parents); provide academic support for international students as appropriate through consultations and tutorials e.g. advice on language learning, guidance on study skills and academic expectations for University study, advice on where to seek additional academic support and information. Carry out administrative and record-keeping tasks associated with teaching and assessment (e.g. student progress reports, test invigilation, marks sheets, attendance and activity records, tutorial logs, advising logs, and references).**  **The following elements of the position description outline the Director of Academic Programs’ responsibilities and therefore includes all the areas in which the Associate Director of Academic Programs may be required to provide assistance and support.**  **17% - Assist the Director of Academic Programs**  **Assist in the Director of Academic Programs’ work with Center Director to provide operational level leadership to advance INTO OSU goals regarding enrollments, retention and quality. This may include, but is not limited to, the following:**   * **Contribute to the formulation of the annual budget and the regulation of expenditure in the Center. Monitor the Center's financial performance through the efficient management of teaching resources, both those contracted independently and through various OSU departments, including teaching hours and class sizes;** * **Participate on the INTO OSU Management Team with the Center Director and Student Experience Director to manage the daily operations of the Center. Work in close cooperation with the Finance, Admissions, and IT Managers to coordinate in areas that impact academic staff and students such as registration, enrollment management, etc.** * **Work closely with all appropriate staff at the INTO OSU Center and at OSU to ensure that Pathway students receive appropriate academic advising and direction on meeting progression requirements to OSU.** * **Liaise with INTO field staff and agents regarding academic programs, student academic issues, special programs, training and recruiting.** * **Serve as an ambassador for the Center meeting with groups, agents, sponsors, students and other constituents to communicate and implement long- and short-term goals of the Center and expand upon financially viable opportunities for contracts with groups.** * **Maintain an environment with encourages teamwork among all employees of the INTO OSU Center.** * **Management of the English language portfolio of programs at the INTO OSU Center. This includes, but is not limited to, the following key areas:** * **Work to maintain standards set by the major professional bodies for Intensive English programs with a focus on standards for curriculum and student achievement. Direct the accreditation application process for the INTO OSU center with appropriate accrediting agencies.** * **Collaborate with the INTO OSU Center Director and Pathways Program Managers to ensure the integration of language and content courses. Establish and maintain quality standards and stay abreast of current trends in the ESL field to ensure best practices.** * **Duties as needed/assigned including working with the Associate Provost for International Programs and/or with the INTO OSU Center Director to develop new programs.** |

This position description has been reviewed and approved by the Office of Human Resources. My signature denotes that this position description is an accurate and correct statement of the position duties, responsibilities and requirements assigned to this position and that I have read and understood this during the APR planning meeting.

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Supervisee)

**Evaluation of Performance in the main role and responsibilities**

[Note: Self-evaluation; comments from supervisor; faculty evaluation prompts; feedback from students; feedback from observations may all feed into this section. You may choose to use the prompts/categories from the ‘Faculty Evaluation Prompts’ document which are included in the box below to help guide you in the self-evaluation . Additional questions can be found in the ‘Faculty Evaluation Prompts’ document that expands on these categories.]

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| Rating: Strong and Positive / Satisfactory / Unsatisfactory  (delete as appropriate)   1. Collegiality    1. General Considerations    2. Non-Instructional    3. Teaching 2. Productivity    1. General Considerations    2. Non-Instructional    3. Teaching 3. Reliability    1. General Considerations    2. Non-Instructional    3. Teaching |

**Professional Development Record**

[Note: Give a brief chronological list of Professional Development events attended and activities engaged in during this annual cycle. These should include PEDs, training sessions, conferences, personal professional development projects, presentations, job shadowing etc. See the Professional Development Plan for other examples: <http://blogs.oregonstate.edu/staffinfodepot/faculty-staff/professional-development-plan-academic-team/> ]

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**Other Specific Achievements and Service to the Center and to OSU**

[Note: Additional achievements or service during the year which have not been mentioned above may be added here]

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**Professional Development Objectives**

Members of the Management team should set a minimum of three PDOs and a maximum of four.

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| Objective 1: | Overall target date |
| Actions and tasks planned to achieve this objective; | Interim dates |
| How will the actions, tasks and objective be measured? | |
| Training and development related to this objective | |
| End of cycle review & rating of objective 1: What actually happened?  Rating: Strong and Positive / Satisfactory / Unsatisfactory  (delete as appropriate) | |
| Supervisor’s Comment on Review and Rating: | |

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| Objective 2: | Overall target date |
| Actions and tasks planned to achieve this objective; | Interim dates |
| How will the actions, tasks and objective be measured? | |
| Training and development related to this objective | |
| End of cycle review & rating of objective 2: What actually happened?  Rating: Strong and Positive / Satisfactory / Unsatisfactory  (delete as appropriate) | |
| Supervisor’s Comment on Review and Rating: | |

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| Objective 3: | Overall target date |
| Actions and tasks planned to achieve this objective; | Interim dates |
| How will the actions, tasks and objective be measured? | |
| Training and development related to this objective | |
| End of cycle review & rating of objective 3: What actually happened?  Rating: Strong and Positive / Satisfactory / Unsatisfactory  (delete as appropriate) | |
| Supervisor’s Comment on Review and Rating: | |

**Overall Evaluation of Performance and Final Comments**

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| Rating: Strong and Positive / Satisfactory / Unsatisfactory  (delete as appropriate) |

[Note: Supervisors and Supervisees discuss in the final APR meeting if either feels that the supervisee should be put forward for an award in the ‘outstanding’ category.]

**Supervisor’s Final Comments on the APR**

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**Supervisee’s Final Comments on the APR**

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I confirm I have agreed this Annual Performance Review (APR).

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Supervisee)

I confirm I have agreed this Annual Performance Review (APR).

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(*Supervisor*)

**Once this document is signed and completed, an electronic copy of the finalized signed form must be emailed by the supervisor to Yuliya Dennis (Yuliya.Dennis@oregonstate.edu) to be stored in the supervisee’s electronic personnel file.**

**Appeal**

I wish to appeal this APR outcome for the following reason.

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| Reason for the Appeal (Supervisee) |  |
| Members of Appeal Sub-Committee |  |
| Outcome of the Appeal |  |
| Post-Appeal Supervisee Comment |  |
| Post-Appeal Supervisor Comment |  |

Upon completion of the appeal, please sign above.