**Associate Program Manager: Annual Performance Review (APR)**

For more information about the APR process, please see the ‘Annual Performance Review (APR) Overview’ 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: | | |
| Period covered by APR | From: May 2013 | To: April 2014 |
| Supervisor: |  | |

**Meeting Tracker**

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| Meeting | Date Held | Length of Meeting |
| Planning Meeting  (May/June) |  |  |
| 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% 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. 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).  40% Program Coordination: Assist the Program Manager in Coordinating the program to which you are assigned. The Associate Program Manager will also act as a deputy for the Program Manager during any periods of absence. The position duties will vary depending on the program and the division of roles and responsibilities which are to be negotiated between the Associate Program Manager and the Program Manager. These roles and responsibilities are likely to include some of the following:  Scheduling and Advising: Devise student class schedules for each cohort; all of the student advising should be carried out in consultation with and with the support of Academic Support and the program Management team.  Program Coordination: Manage the allocation of students and teaching resource to ensure quality provision with an understanding of the commercial imperatives and financial targets; maintain good relationships with the partner University, acting as a positive ambassador for INTO; provide role model behavior in relation to the quality and standards of work; communicate and implement key policies and decisions; provide leadership and role model behavior on the pastoral care of students (including delivering verbal and written warnings, and running student induction sessions); liaise with the Academic Support Manager to provide all required information in a timely manner to all stakeholders both within and outside OSU; complete all necessary administration duties as needed, such as writing student references and reports; be responsible for the delivery and quality of in-house assessment and ensure that marking and collation of marks are completed against agreed deadlines; participate in and contribute to regular Academic Team meetings and Center Meetings where requested.  Quality Assurance and Program & Curriculum Development: Contribute to the Quality Assurance (QA) procedures for the program; develop and improve the program provision in response to information from the QA procedure, other sources of market intelligence and OSU Departments and Colleges; implement effective program evaluation (e.g. feedback from students & teaching staff; staff-student committees; feedback from Departments and Colleges etc.); be accountable for the availability of appropriate reading resource through supplementary booklists and resources at the University library and bookshop; provide staff with on-going support and guidance with regard to program goals, curriculum, materials and methodology; ensure that the program continues to meet students' needs and develop the curriculum as necessary; Contribute to the development of the marketing and brand strategy.  10% - Management as a Supervisor: Be responsible for members of the academic team; provide advice on HR issues; supervise, mentor, support and contribute to the professional development of supervisees; conduct Annual Performance Reviews (APRs); conduct class observation and provide feedback; assist with the recruitment, induction, development and performance management of teaching staff; provide orientation for new supervisees  Other duties as assigned by the relevant Program Manager or the Director of Academic Programs.  Other relevant expectations and extracts from the ‘Minimum and Preferred Qualifications and Experience’ section of the posting   * Ability to work well as part of a team in a dynamic, fast-paced environment. * Ability to work effectively with faculty, staff and students from a variety of diverse backgrounds. * Ability to build and manage relationships with peers, senior managers, University stakeholders, parents and students from a range of linguistic, ethnic and cultural backgrounds. * Excited by and responsive to the challenge of working with international students. * IT literate with ability to use all standard software to generate professional, well-presented documents and presentations including text and images * Ability to communicate and influence others and ensure the message is clearly understood. * Ability to maximize the efficiency of resources available within the agreed constraints. * An understanding of higher education and the needs and requirements of international students. * Ability to put in place systems and processes that are effective and efficient and produce quality, timely management information. * Ability to manage, prioritize, meet deadlines and motivate effective teams in a fast changing environment. * Sound judgment, analysis and decision making skills. Proven planning and organizational skills. * Approachable and facilitative management style. * Interest and expertise in Technology Enhanced Language Learning (TELL) tools such as Starboards; online resources; computer classrooms; digital audio/video and iPads. * High-level IT skills and competence in production and analysis of data. |

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; ESL instructor evaluation prompts; feedback from students; feedback from observations may all feed into this section. You may choose to use the prompts/categories from the ‘ESL Instructor 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 ‘ESL Instructor 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**](mailto: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.