**Program Manager: 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: | | |
| 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:  25% - Scheduling and Advising: Devise student class schedules for each cohort each academic term integrating Center English language classes and academic support classes with partner department courses in accordance with each department’s scheduling parameters and processes; provide individual academic advising and class scheduling for students; advise students on progression requirement details, sources of information about post-Pathway departments and programs of study, and general academic expectations in the larger OSU community. All of the student advising should be carried out in consultation with and with the support of Academic Support; the Academic Success Coordinator, the Progression Advisor and the Associate Program Manager.  30% - Program Coordinator: 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; contribute towards the Center's teaching resource, providing 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.  20% - Management as a Supervisor: Be responsible for up to 12 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  25% - Quality Assurance and Program & Curriculum Development: Be responsible for the Quality Assurance (QA) procedures for the program; develop and improve the Pathway provision (including the development of new Pathways) in response to information from the QA procedure, other sources of market intelligence and the relevant OSU Departments and Colleges; implement effective program evaluation (e.g. feedback from students & teaching staff; faculty-student committees; feedback from Departments and Colleges etc.); liaise closely with relevant OSU Departments and Colleges to track the performance of Pathway students in OSU; in conjunction with OSU Depts. and Colleges, create and execute a plan of action to harmonize English with content subjects; ensure all necessary texts, teaching materials, software and licenses are procured, catalogued and securely maintained; 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.  Other duties as assigned by the Director of Academic Programs  Other relevant expectations and extracts from the ‘Minimum and Preferred Qualifications and Experience’ section of the posting   * Approachable and facilitative management style. * Ability to work well as part of a team in a dynamic, fast-paced environment. * Ability to manage, prioritize, meet deadlines and motivate effective teams in a fast changing environment. * Ability to work effectively with faculty, staff and students from a variety of diverse backgrounds. * Ability to communicate and influence others and ensure the message is clearly understood. * Ability to build and manage relationships with peers, senior managers, University stakeholders, parents and students from a range of linguistic, ethnic and cultural backgrounds. * Stature and empathy to command respect from the University, colleagues and parents from a range of linguistic, ethnic and cultural backgrounds. * Excited by and responsive to the challenge of working with international students. An awareness of issues in marketing educational services in an international context. * An understanding of higher education and the needs and requirements of international students. * Commercially aware, with the ability to balance the need to deliver quality programs within the agreed financial parameters. * Ability to put in place systems and processes that are effective and efficient and produce quality, timely management information. * Ability to think and plan ahead and contribute to the Center's operational strategy. * Ability to maximize the efficiency of resources available within the agreed constraints. * IT literate with ability to use all standard software to generate professional, well-presented documents and presentations including text and images * Sound judgment, analysis and decision making skills. * Proven planning and organizational skills. * Understanding of legal and operational matters that relate to the running of a Center. * High leveI 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; 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.