

V.P. *[Signature]*

DATE 9-27-19

**DEPARTMENT OF ENGLISH WORKLOAD EQUIVALENCIES
2017-2021 AGREEMENT**

- I. Articles 18 (Faculty Responsibilities and Assignment of Duties, Unit A), 16 (Distance Education), 19 (Summer Session), and 32 (Professional Responsibilities and Assignment of Duties, Unit B) address issues of workload. These articles enumerate modifications and additions to the contractual assignment of duties as stipulated in Articles 18.2.c.1 and 32.
- II. Important considerations of workload are in Article 18.2.c.2 (College Workload Equivalents) and Article 18.2.c.3 (University Workload Equivalents). These Articles permit for the approval of special and unique equivalencies. College Workload Equivalents shall be developed by the appropriate Dean. English Department DWEs are in addition to CWEs and UWEs.
- III. Sabbatical leaves (Article 27.2) shall be counted as a 9 ACE equivalency. Mini Sabbatical leaves (Article 27.17) shall be counted as 3 or 4 ACEs.
- IV. The department workload equivalents for the Department of English for the Agreement 2017-2021, in addition to those referenced above, include the following:
 - a. Mass lecture (Articles 18.2.a and 32.1.a). Because of its strong commitment to interactive pedagogy in the department's courses, all of which, in one context or another, also emphasize writing instruction, the department sees no need to designate any course as being mass lecture.
 - b. Laboratories (Articles 18.2.b and 32.1.a). For laboratories, each actual contact hour shall be assigned at the rate of .5 ACE. Each hour of scheduled lecture shall be assigned one ACE.
 - c. Preparations (Articles 18.3 and 32.1.a). Faculty assigned more than 5 class preparations in an academic year will be awarded additional ACES per the contract. For Unit A, "Except for activities courses, no more than five different preparations (of 3 to 4 semester hour courses) per year shall be assigned. For additional preparations, one ACE shall be awarded for each preparation of a 3 to 4 sh course. Except for intersession and activity courses, two 1 sh course preparations shall count as one preparation and three 2 s.h. courses shall count as two preparations" (18.2.b). For Unit B, "duties, which will be specified in the letter of appointment and will receive an academic equivalent (ACE) value" (32.1.a).
 - d. Advising (Articles 18.4 and 32.1.a). Currently undergraduate advising is assigned to a full-time professional advisor who is in the Academic Support Personnel unit. Temporary replacement advisors will receive one ACE for every 17 undergraduate students advised. Graduate Advising is an assigned duty of the Director of Graduate Studies and is included in the ACEs for that position (see below, V.a.4).
 - e. Tutored Study (Articles 18.6 and 32.1.a). Tutored Study shall mean supervision/teaching of a catalog-listed course (other than Independent Study, research, practica, etc.) with an enrollment too low for the course to be offered as a regular class. A tutored study does not have to meet the same number of hours as a regular class. In general, the enrollment thresholds shall be under 15 students in a lower division class, under 10 in an upper division class, and under 5 in a graduate class. Faculty members assigned to teach a tutored study course shall receive the pro-rata equivalent of one ACE for five students in a 3 s.h. course.

- f. Team Teaching (Articles 18.7 and 32.1.a). Faculty teaching English courses paired with courses outside the department shall receive the full ACEs for both courses, provided English faculty teach throughout the entire semester in both courses.
 - g. Internships (Articles 18.8 and 32.1.a). Internship supervision shall be awarded between .1 and .4 ACE per student, based on the number and distance of site visits and level of supervision required.
 - i. Distance: .1 ACE for internships located less than 60 miles from Macomb; .2 ACE for internships located more than 60 miles from Macomb.
 - ii. Level of Supervision: .1 ACE if the student makes the arrangements for the internship and the supervisor has 2 contacts per semester; .2 ACE if the faculty member makes the arrangements for the internship and has 2 contacts per semester.
 - h. Off-Campus Instruction (Articles 18.10, 29.9, 32.1.a, and 43.11). Faculty teaching dual enrollment or other-off campus courses will receive the standard ACEs for the course being taught and the monetary compensation detailed in the contract: "Based on a semester-long course taught once per week (16 weeks per semester), the following compensation will be awarded:(1) \$720 for sites located more than 150 miles from the campus;(2) \$560 for sites located 50 to 150 miles from the campus; or (3) \$400 for sites located less than 50 miles from the campus. c. Payment shall be increased or decreased proportionately for courses which involve more or fewer trips to the off-campus site. When two courses are taught at the same site on the same day, involving one trip, payment will be based on the one trip (29.9.b-c).
 - i. Teaching Certification Portfolios (Articles 18.18 and 32.1.k). No faculty member shall be assigned more than 10 portfolios without receiving ACE compensation. Evaluation of Teaching Certification Portfolios will be awarded based on the following scale:
 - i. 0-10 portfolios: 0 ACEs
 - ii. 11-15 portfolios: .5 ACE
 - iii. 16-20 portfolios: 1 ACE
 - iv. 21-25 portfolios: 1.5 ACEs
 - v. 26-30 portfolios: 2 ACEs
 - vi. 31-35 portfolios: 2.5 ACEs
 - vii. 36-40 portfolios: 3 ACEs
 - j. University Writing Center consulting (Articles 18.2.c.1 and 32.1.a). Faculty assigned to serve as writing center consultants will receive 1 ACE for every 3 hours of consulting work per week in the University Writing Center.
 - k. Assessment (Articles 18.2.c.1 and 32.1.a). Faculty assigned to develop and implement an assessment plan for the department's General Education courses and/or for other programs in the department not already detailed in specific job descriptions below, or assigned to assist the chair, directors, or coordinators with specific program assessments will receive between 1 and 3 ACEs for that work per year.
- V. Recruitment and Retention (Articles 18.2.c.1 and 32.1.a). Faculty assigned to develop and implement the department's recruiting and retention plan, assist the chair with recruiting events (including Discover Western, CAS College Days, SOAR, high school and community college visits, and

department open house events), collect retention data from faculty and institutional research, and/or assist faculty in connecting at-risk students with university resources will receive between 1 ACE per 15-30 contact hours of chair-sanctioned activities, with a maximum of 3 ACEs per year. Non-teaching but teaching-related Assigned Duties (Article 18.2.c.1 and 32.1.a). Faculty holding various non-teaching but teaching related positions will be awarded ACEs as described below as approved by the Chair and Dean.

- a. Loads for Director and Assistant Director positions are subdivided below into annual teaching load and reassigned time (see attachments for full job descriptions).
 - i. Director of Writing Program: 12 ACEs plus two summer months salary with one summer class.
 - ii. Director of University Writing Center: 9 ACEs plus one summer month salary and no summer class.
 - iii. Director of English Education: 9 ACEs.
 - iv. Director of Graduate Studies: 6 ACEs.
 - v. Assistant Director for U.S. Bank/Quad Cities Writing Center: 6 ACEs.
- b. Loads for Coordinator positions are subdivided below into semester teaching load and reassigned time (see attachments for full job descriptions).
 - i. Technology Coordinator: 0-3 ACEs.
 - ii. Creative Writing Coordinator: 0-1 ACEs.
 - iii. Film Coordinator: 0-1 ACEs.
 - iv. Quad Cities English Coordinator: 0-3 ACEs.

DEPARTMENT OF ENGLISH POSITION DESCRIPTIONS

Directors and Assistant Directors

DIRECTOR OF WRITING PROGRAMS duties and responsibilities

Program Administration

1. Oversees the University Writing Program administered by the department of English that includes the basic writing course, English 100, and the two writing courses required for graduation, the freshman course designated English 180 and the sophomore course designated English 280. The program encompasses between 150 and 200 courses annually and serves 3,000 to 4,000 students each academic year.
 - a. Develops each semester the class schedule for all sections of ENG 100, 180, and 280. This involves scheduling between 80 and 100 sections in a given semester, including online, QC, and dual enrollment sections.
 - b. Monitors course enrollment each semester and during the summer months to ensure sufficient seats and a balance of day and time offerings to meet student needs. This involves considerable interaction with advisors across campus. This also involves working with the Registrar and Institutional Research to follow enrollment trends and predict future enrollments.
 - c. Enforces the registration blocks for ENG 180 and ENG 280 each semester. Registration blocks are in place to ensure that students take these courses in a timely manner. Students may request removal of the registration block for multiple reasons, which means that each request must be considered on an individual basis. The Director is the only person on campus who can lift these blocks. During busy registration times and in the week prior to the last day to withdraw from a course, the Director fields dozens of requests a day.
 - d. Manually enforces prerequisites for ENG 180 and 280. This work occurs primarily in the summer and between the fall and spring semesters.
 - e. Collects and interprets retention data for ENG 100, 180, and 280 students.
 - f. Collects and maintains information on writing programs at peer and aspirational institutions to ensure that the WIU Writing Program is in line with current practice.
 - g. Collects and maintains information on IAI requirements to ensure compliance in ENG 180 and 280 courses.
 - h. Advises the Chair about staffing needs each semester and serves on any relevant search committees.
 - i. Develops, updates, and distributes course requirements for faculty teaching ENG 100, 180, and 280.

- j. Reviews syllabi for ENG 100, ENG 180, and ENG 280 each semester to ensure adherence to course outcomes and IAI guidelines. Reports any problems to Chair and assists faculty in making appropriate adjustments.
- k. Maintains a list of recommended textbooks, which is updated on an annual basis.
- l. Compiles, edits, and updates the standard textbook for TA-taught sections of ENG 180. This involves significant work in the spring semester and summer months in order to meet the publisher's deadlines. The standard textbook is a custom publication that brings in a small royalty, which provides funds for TA training and student writing awards. This responsibility includes managing a Foundation Account to ensure appropriate use of funds.
- m. Articulates transfer writing courses (not already included in the Illinois Articulation Initiative agreement) sent by the Registrar's Office each semester and during the summer months. Transfer articulation requests come in on a regular basis year-round but are especially heavy in the summer months as students prepare to transfer to WIU in the fall. The Director articulates between 150 and 200 courses a year.
- n. Evaluates, each semester, 8-10 pages of high school writing from each student scoring a 3 on the AP English Language and Composition Exam and choosing to appeal for ENG 180 credit. The Director evaluates papers for between 25 and 50 students a year.
- o. Evaluates, each semester, 8-10 pages of writing from each student scoring a 50+ on the CLEP College Composition or College Composition Module exams and choosing to appeal for ENG 180 credit. The Director evaluates papers for between 5 and 10 students a year.
- p. Establishes and reviews placement processes each year to ensure that incoming students are correctly placed into ENG 100 or ENG 180. This involves working with the Registrar and Institutional Research to monitor student performance, researching national and state placement trends, following changes to ACT and SAT exams and scoring tables, and monitoring annual placement percentages. This also involves evaluating 8-10 pages of high school writing from each student wishing to appeal placement in ENG 100. The Director evaluates papers for between 10 and 15 students a year.
- q. Writes and administers proficiency exams each semester for ENG 180 and ENG 280 for Macomb, QC, and online students. This involves writing specific prompts for each exam each semester, providing copies of the exam procedures to students well in advance of the exams, administering the exams each semester, evaluating the exams themselves, recording the grades, and notifying the Registrar's Office of the final results so passing students can be awarded credit for the appropriate course. This also involves significant email interaction with students requesting information about the exams and guidance in preparing for the exams. Between 8

and 10 students take the exams each semester. BGS students can take proficiency exams at any time, and summer school students are also eligible to take the exams in the summer, which means that typically 2 to 3 students take an exam each summer.

- r. Assumes one credit hour independent study for every transfer student who comes from a quarter system institution with only 2 credits for either ENG 180 or 280. Rather than have the student take either as a 3-hour course, the Director assigns certain writing task, works with the student one-on-one, grades the resulting paper(s), and awards the appropriate course credit.
2. Regularly reviews and develops writing curricula for ENG 100, 180, and 280.
 - a. Develops and coordinates annual program assessment, which includes collecting portfolios from all sections of ENG 100, 180, and 280; assigning assessment teams and distributing portfolios; leading norming sessions; leading assessment during a designated day in the spring semester; collating and interpreting assessment results; leading faculty discussion of assessment results; and adjusting curricula based on assessment results.
 - b. Conducts and reports General Education assessment every semester for all sections of ENG 180 and 280, which involves developing and continually updating assessment rubrics; organizing data reporting for all sections; tabulating results; and reporting results to the Chair. Each spring, the Director leads a faculty discussion of General Education assessment from the previous three semesters in order to maintain an active feedback loop.
 - c. Conducts surveys of faculty and/or students when appropriate to gain information to improve aspects of the Writing Program.
 - d. Develops new curricula as needed to address student writing needs across campus.
 3. Develops and updates online-based writing resources and Writing Program information for students, staff, and faculty across campus.
 4. Develops and updates electronic resources, including sample syllabi and readings on pedagogy, for Writing Program faculty.
 5. Adjudicates student complaints about ENG 100, 180, and 280. This duty involves helping students navigate the grade appeal process; explaining procedures when students have concerns about curricular or program requirements (e.g., absence policies, grade requirements, timely completion); listening to student complaints or concerns about their instructor and helping find fair solutions. This last often involves multiple meetings with the student, the instructor, and the student and instructor together. When a resolution cannot be reached or if there is a personnel issue, the Director consults with the Chair to develop an action plan. Given the number of students taking ENG 100, 180, and 280 in any given semester, this can be a very time-consuming responsibility.

6. Produces every academic year the Writing Program Annual Report, which includes enrollment data, the status of required courses staffing and scheduling, assessment results, and writing faculty development and program activities. These reports go to the department Chair, the Dean, and the Assessment section of the Provost's Office.
7. Serves as an *ex-officio* voting member of the department's Writing Committee.
8. Serves as an *ex-officio* voting member of the department's Coordinating Committee.
9. Oversees the Bruce Leland annual writing awards and the publication of *Western Voices*, the essay collection of the winners from ENG 100, 180, and 280.
10. Keeps abreast of the premier journals in Writing Studies and in constant consultation with both the Writing Committee and the entire writing faculty on new trends in the teaching of writing.
11. Participates daily on the Writing Program Administrators' national listserv, engaging in professional discussions of administrative issues, writing curricula, and TA training to stay current on the developing theoretical and pedagogical trends in Writing Studies, thus ensuring that the WIU Writing Program has the full benefit of contemporary knowledge of our academic area.
12. Schedules, designs, and conducts three in-service writing faculty meetings each semester to ensure that faculty are updated in the latest pedagogies and curricula for the teaching of writing.
13. Works with the department's technology coordinator concerning the use of computers and other technologies in the Writing Program.
14. Develops content for and maintains the Writing Program website.

Graduate Teaching Assistant Supervision

15. Consults with the Director of Graduate Studies, the Director of the University Writing Center, and the Graduate Committee each spring about the selection of Teaching Assistants for the following year.
16. Supervises 12-16 Graduate Teaching Assistants each semester.
 - a. Observes each TA once a year and provides oral feedback, meant to help the TA improve teaching, and a written assessment.
 - b. Meets regularly with each TA to address questions and concerns about teaching.
 - c. Assists TAs in resolving teaching problems (e.g., plagiarism, classroom management, grading concerns).
 - d. Ensures TA compliance with WIU and State of Illinois requirements.
 - e. Takes responsibility for teaching ENG 180 courses when TAs have to be removed from the classroom or withdraw from the teaching assistantship.
 - f. Takes responsibility for grading Incompletes assigned by TAs.
 - g. Ensures that TA-taught sections of ENG 180 are staffed at all times. This requires the Director to be available weekend and evening hours to handle emergency situations and find substitute TAs. When no substitute is available, the Director teaches classes when a TA cannot teach.

- h. Oversees mentoring of each TA by an English Department faculty member.
 - i. Confers consistently with the Director of the University Writing Center on matters of Graduate TA staffing and coordinating its consulting procedures effectively with the Writing Program requirements.
 - j. Monitors TA work and confirms time cards every month.
17. Trains 6-9 new Graduate Teaching Assistants each summer and fall.
- a. Develops and maintains a training website for incoming Graduate Teaching Assistants that provides new TAs with materials to prepare for teaching ENG 180 in the fall. The website must be updated annually to reflect curricular updates, updates to the orientation schedule, and new readings that allow TAs to keep abreast of the latest research in the teaching of writing.
 - b. Ensures desk copies of ENG 180 textbooks are mailed to new TAs at the beginning of the summer and maintains contact with new TAs throughout the summer to answer questions and provide guidance prior to orientation.
 - c. Designs and runs a week-long orientation for new Graduate Teaching Assistants two weeks prior to the start of the semester.
 - d. Reviews new TA grading on the first set of student papers to ensure accuracy and consistency and provides individual feedback for each new TA.
 - e. Observes each new TA teach during their first semester of teaching and provides oral feedback, meant to help the TA improve teaching, and a written assessment.

Professional Writing Minor Coordination

18. Works in coordination with the Director of the University Writing Center to oversee and promote the Professional Writing Minor.
- a. Schedules, in consultation with the Director of the University Writing Center and the Director of Graduate Studies, the Professional Writing Minor classes and the Graduate professional writing courses on both the Macomb and Quad Cities campuses. This includes monitoring enrollment in each course every semester to determine how often to offer each course on each campus while balancing our staffing resources to make those offerings possible.
 - b. Collaborates with the Director of the University Writing Center to review, assess, and update the Professional Writing Minor.
 - c. Collaborates with the Director of the University Writing Center to promote the Professional Writing Minor.

Writing Representation Across WIU

19. Represents the Writing Program before external entities through serving *ex-officio* on the Writing Instruction in the Disciplines Committee and other committees as needed. Such committees have included the FYE Leadership and Classes Committees, the Essential Academic Skills Committee, and the Council on General Education.

- a. Conducts campus-wide writing workshops for WIU faculty at the request of WID, CGE, and CITR.
- b. Serves as a resource for any individual faculty member who asks for help in teaching writing or in integrating writing into his/her classroom.
- c. Collaborates with WIU librarians on designing library instruction sessions that coordinate effectively with Writing Program requirements.
- d. Collaborates with WESL to ensure a smooth transition for WESL students into ENG 100 or 180.

DIRECTOR OF THE UNIVERSITY WRITING CENTER duties and responsibilities

The Director of the University Writing Center oversees a university-wide program that serves students, staff, and faculty at Western Illinois University (Macomb and Quad Cities) and Spoon River College. As part of his or her duties, the Director:

1. Oversees the daily operations of the University Writing Center (including the Simpkins location and two Macomb satellite locations).
 - a. The primary location in Malpass is open 58 hours per week. Simpkins is open approximately 20 hours per week each semester. The Tanner and Bayliss satellites are open 15 hours per week each.
 - b. The University Writing Center is not only the primary learning resource center for the Writing Program, but also serves the entire university, including the first-year experience program. Its services include addressing the writing and writing curriculum needs of faculty, staff, and students at both Western Illinois University and Spoon River College as well as community members in the Macomb and Quad Cities areas.
2. Supervises the work of the part-time, 12-month Secretary III in the Center, including providing support, assigning tasks as needed, and writing up the employee's evaluation. When the secretary is out sick or on vacation or personal leave, the Director assumes the secretary's responsibilities to ensure that the Center is able to provide daily services.
3. Trains, supervises, mentors, and evaluates 18 graduate assistant tutors and 6 undergraduate tutors in the Center, including those hired from other departments across campus.
 - a. Training includes preparing a three-day orientation at the beginning of the fall semester, providing follow-up training for later hires, preparing readings and professional development activities for each weekly staff meeting, and scheduling guest speakers for some weekly staff meetings.
 - b. Supervision includes monitoring tutor's timeliness for their shifts, addressing problems or questions with respect to specific clients or tutors in general, and

maintaining a daily presence in the Center to answer employee and client questions and build rapport with and among employees.

- c. Mentoring includes periodic one-on-one meetings with tutors throughout each semester to go over general questions and concerns, or questions and concerns pertaining to a particular tutoring session.
 - d. Evaluation includes observing each of the tutors during a one-hour session once per semester, meeting with the tutor to discuss what happened in their observed session, and writing up an evaluation for the tutor's file.
4. Hires and supervises 6-10 receptionists (federal work study student workers). Supervision includes providing support to address questions and concerns when the secretary is not there and addressing concerns and questions based on the secretary's observations of receptionists' performance in their duties. Meets with receptionists periodically during each semester to discuss concerns, policies, and performance.
 5. Advises the English department Graduate Committee on the hiring of TSAs and TAs, including reviewing applicant files annually and more often as needed.
 6. Hires undergraduate tutors and FYE (or non-English Dept.) graduate assistant tutors in the spring and as needed in the fall. Solicits and reviews applications (including writing samples), conducts interviews, makes hiring decisions, conforms to Affirmative Action requirements, and processes paperwork for hires.
 7. Annually develops and updates a tutor training manual that includes policies, procedures, primary contacts, and exercises and techniques to improve tutoring.
 8. Develops and updates paper- and online-based writing resources for students, staff, and faculty across campus.
 9. Develops and coordinates each semester the tutoring schedule, receptionist schedule, and operating hours for the Macomb locations based on employee schedule availability, eligibility to work a certain number of hours, available funding, and location needs.
 10. Coordinates an online tutoring program, including training consultants for conducting online sessions, developing policies and procedures in accordance with best practices, and developing new ways to provide writing support for online students.
 11. Maintains Center records for the volume, kind, and demographic of usage at each location each semester.
 12. Hears all faculty and student complaints about the Center or individual employees and takes appropriate action.
 13. Mediates conflicts between employees or between employees and clients and takes appropriate action.
 14. Ensures that all locations are staffed during operating hours and facilitates employees covering each other's hours when employees are sick or have emergencies. If a substitute tutor or receptionist isn't available, the director fills in so that clients are assured the expected services at each location. This means being available on weekday evenings and Sunday afternoons as well as during regular university business hours.

15. Produces every year the University Writing Center Annual Report. This report goes to the Department Chair, the Dean, and the Assessment section of the Provost's Office.
16. Develops and implements the Center's assessment plan.
17. Provides support to faculty across campus for the use of computers in tutoring and teaching writing.
18. Oversees public relations and other outreach for the Center, including presentations at faculty orientation and various student organizations.
19. Confers with the WID Committee and/or the General Education Committee on faculty development projects involving writing instruction.
20. Develops class presentations and workshops tailored to the needs of a particular course, instructor, or assignment for faculty across campus on various aspects of writing. Works with faculty to develop writing assignments and handouts appropriate to their disciplines as requested. Provides basic support, along with the Director of Writing, for faculty across campus teaching General Education "W" courses, WID courses, and any writing in general as requested by departments and faculty.
20. Serves as an *ex-officio* voting member of the department's Writing Committee.
21. Serves as an *ex-officio* voting member of the department's Coordinating Committee.
21. Represents the Center before external entities on the WID Committee and the campus-wide Writing Program Steering Committee.
22. Maintains currency with national writing center scholarship and practice and implements changes to maintain best practices and to best serve the clients.
23. Identifies areas of daily operations that could be modified or updated to provide better service or help the Center improve efficiency and accuracy in its daily operations. Develops and presents requests for equipment, software, books, and other materials to the Chair of English and the FYE sponsors based on assessment of the needs of the Center.
24. Oversees and coordinates operation of Quad Cities Writing Center, working with its assistant director, who is under the supervision of the Writing Center Director.
25. Hires one (or two) tutors to fill (or split) one graduate assistant line for summer operating hours. Coordinates a summer tutoring schedule that may include May session hours (depending on course offerings and needs). Supervises tutors and secretary and provides support for tutors and secretary over the summer months.
26. Teaches English 484: Writing Center Tutoring during the spring semester to train undergraduate and graduate students in writing center theory and practice. Oversees students' tutor observation hours as part of the course.
27. Develops and implements promotional strategy to inform constituents of provided services, policies, and procedures with the goal of increasing overall usage in all locations.
28. When there is no Assistant Director of U.S. Bank/QC Writing Center, the UWCD will also assume the following responsibilities from that position description:
 1. Oversees the daily operations of the U.S. Bank/ QC Writing Center.
 - This location is open 40 hours per week.

- The location addresses the writing and writing curriculum needs of faculty, staff, and students at Western Illinois University as well as community members in the Quad Cities area. Supervises, trains, mentors, and evaluates 2 graduate assistant tutors.

- Supervision includes monitoring tutor's timeliness for their shifts, addressing problems or questions with respect to specific clients or tutors in general, and maintaining a daily presence in the Center to answer employee and client questions and build rapport with and among employees.
- Training includes working with the Director to continue the training began during the two-day training orientation prior to the semester. This involves preparing readings and professional development activities for each weekly staff meeting, and scheduling guest speakers for some staff meetings.
- Mentoring includes periodic one-on-one meetings with tutors throughout each semester to go over general questions and concerns, or questions and concerns pertaining to a particular tutoring session.
- Evaluation includes observing each of the tutors during a one-hour session once per semester, meeting with the tutor to discuss what happened in their observed session, and writing up an evaluation for the tutor's file.

Develops and coordinates the tutoring schedule for the QC location each semester.

Meets with QC faculty to promote the QC location and address their questions and concerns.

Develops class presentations and workshops tailored to the needs of a particular course, instructor, or assignment for faculty on the QC campus on various aspects of writing.

Advises the Director on areas of daily operations that could be modified or updated to provide better service or help the location improve efficiency and accuracy in its daily operations.

Works closely with the Director to provide administrative support for the US Bank/QC-Writing Center as needed (such as grant writing, stewardship, policy development, strategic initiatives, etc.)

Monitors the location's reference resources, identifies needs, and works with the Director to acquire necessary materials.

DIRECTOR OF ENGLISH EDUCATION duties and responsibilities

1. Monitors student teachers' Activities and Meetings
 - a. Establishes and coordinates initial meeting for student teachers
 - b. Visits and observes student teachers in the classroom as necessary
 - c. Coordinates each semester's meetings for student teachers
 - d. Reviews edTPA with student teachers prior to formal submission
 - e. Remains up-to-date with edTPA in order to assist student teachers
2. EDUC 239/339 Duties
 - a. Oversees implementation of Teacher Education portfolio process
 - b. Conducts introductory meetings for all new EE majors
 - c. Directs students to complete TEP acceptance requirements
 - d. Assists students in submitting appropriate and professional materials
 - e. Provides materials that will help students complete the process
 - f. Assists students preparing for student teaching semester
 - g. Monitors dispositions of English Education students and student teachers
3. Meetings and Related
 - a. Acts as liaison to UCEP and other entities in the College of Education
 - b. Attends bi-monthly meetings of University Council of Education Preparation (UCEP)
 - c. Attends Secondary Education Discussion meetings (SEDG) when held
 - d. Attends meetings concerning ACT/SAT prep for TEP Acceptance
 - e. Serves on UCEP Subcommittees as needed
 - f. Works with COE on website
 - g. Serves on Department Coordinating Committee
4. CAEP and NCTE Duties
 - a. Prepares program reviews required by CAEP, NCTE and the Illinois State Board of Education
 - b. Establishes data collection system that aligns with University Teacher Education Program policies
 - c. Prepares documentation as necessary
 - d. Collects data as necessary
 - e. Aligns portfolio data with CAEP and NCTE requirements
 - f. Aggregates data collected, compiles data packets, and writes narratives explaining current and proposed practices to continue to better meet the needs of English Language Arts Education students
 - g. Serves on CAEP committees as needed
5. Data Collection and Assessment
 - a. Pursuant to CAEP requirements, collects and maintains data on teachers (graduates) in the field

- b. Aggregates data on location, positions and hiring of WIU graduates in English Language Arts Ed.
 - c. Collects data from COE pertaining to candidates' state and national test results
 - d. Prepares documentation for TEP acceptance
 - e. Aggregates data from EE Portfolio
 - f. Revises EE Portfolio data as needed
 - g. Directs EE faculty evaluation of EE Portfolio
 - h. Creates assessment reports for department, college, university and Teacher Education
 - i. Aligns all assessment tools with most recent NCTE, CAEP, and ISBE standards
6. Communication with English Language Arts Graduates [as needed]
- a. Responds to inquiries and requests for information/recommendations from school principals, directors of curriculum, and other school personnel on hiring graduates
 - b. Maintains databases on beginning, current, and post-graduates in program
 - c. Acts as department's liaison to secondary English teachers in the region
 - d. Composes narratives exploring the effectiveness of Program as it serves the needs of current teachers and those who leave the field
7. Writing Festival
- a. Determines date for WF—do in fall
 - b. Contacts faculty across the university about conducting WF Workshops
 - c. Compiles a WF preliminary program
 - d. Sends out WF invitations to area ELA teachers—early in the fall (by October at the latest)
 - e. Follows up with schools and teachers
 - f. Creates WF program—12 to 15 students maximum per session
 - g. Contacts University Relations about promotion
 - h. Contacts Admissions about possibility of lunches
 - i. Coordinates with Dual Enrollment initiatives
 - j. Sends Thank You emails to schools and teachers
8. Retention and Candidate Assistance
- a. Completes database of scholarships available for EE majors
 - b. Writes letters of Recommendations for scholarships
 - c. Provides opportunities for EE majors to attend conferences and professional development activities
 - d. Mentors candidates in job seeking

DIRECTOR OF GRADUATE STUDIES (DGSE) duties and responsibilities:

Graduate Student Advising

1. Advises all graduate students in the English master's program (approximately 35 to 50 both Macomb and Quad Cities) each semester (including summer); prepares degree plans and keeps up-to-date files on each student (including summer).
2. Visits the Quad Cities campus at least once a month for advising.

Program Administration

3. Oversees the graduate program (MA in English) both on- and off-campus (including summer).
4. Meets with new graduate faculty; recommends new faculty for full graduate faculty status (January-February).
5. Monitors and then prepares the annual assessment of the graduate program (assessment reports are due at the start of the summer).
6. Prepares the graduate program annual report for the Chair.
7. Develops the graduate schedule (including off-campus courses) consistent with the rotation, and confers with the Chair on this schedule each semester.
8. Organizes the fall orientation of graduate students in Macomb and the QC.
9. Hears student grievances and coordinates grade appeals and student petitions (including summer).
10. Serves as a member of the Graduate Committee.
11. Convenes the Graduate Faculty as needed; convenes meetings of the entire program (faculty, staff, students) at least once a year.
12. With the Graduate Committee, Director of the Writing Program, and the Writing Center Director, oversees the awarding of graduate assistantships (Spring-early Summer). Continues assistantship decisions and placement through the summer.
13. With the Graduate Committee, oversees the awarding of graduate student fellowships and scholarships.
14. Collaborates with the Graduate Committee on the development, revision, and maintenance of the graduate curriculum.
15. Reviews and corrects proofs of graduate catalog, program flatsheets, and class schedule (Spring).
16. Reviews all graduate applications (including summer); annually reviews admission standards and their impact on the program (during assessment in the beginning of the summer).
17. Reviews department applications for the Graduate Student Research and Professional Development Award twice a year in consultation with the Graduate Committee.
18. Collects significant data on all applicants to the program (this is tied into both Recruitment and Strategic Planning categories).

19. Represents the graduate program before entities beyond the department. Participates in CAS Graduate Committee.
20. Communicates all relevant program information to the English Graduate Committee and English graduate faculty.
21. Reviews and approves proposals for independent study, thesis, exit capstone, internship, and certificate capstone work.

Program Recruitment and Retention

22. Prepares and distributes recruiting materials each year; develops and assesses current recruitment materials.
23. Implements recruitment strategies, including annual visits to regional institutions (including summer).
24. Uses and develops the regional recruiting (50+ English dept. chairs in the greater Mississippi Valley) network with email and phone calls to recruit students (spring and summer).
25. Organizes professionalization workshops in Macomb and the QC throughout the year for graduate students in collaboration with graduate faculty.
26. Advises the English Graduate Organization.
27. Organizes the Annual EGO/ΣΤΔ Conference.

Strategic Planning/Fundraising

28. Coordinates and takes the lead in strategic planning, fundraising, and other long-term projects for the graduate program.

ASSISTANT DIRECTOR FOR THE U. S. BANK/QC WRITING CENTER duties and responsibilities

Under the supervision of the Director of the University Writing Center, the Assistant Director of the U.S. Bank/QC Writing Center is responsible for the daily operations of the Quad Cities location, which serves students, staff, and faculty of WIU-QC as well as local community members.

The Assistant Director:

1. Oversees the daily operations of the U.S. Bank/ QC Writing Center.
 - a. This location is open 40 hours per week.
 - b. The location addresses the writing and writing curriculum needs of faculty, staff, and students at Western Illinois University as well as community members in the Quad Cities area.

2. Supervises, trains, mentors, and evaluates 2 graduate assistant tutors.
 - a. Supervision includes monitoring tutor's timeliness for their shifts, addressing problems or questions with respect to specific clients or tutors in general, and maintaining a daily presence in the Center to answer employee and client questions and build rapport with and among employees.
 - b. Training includes working with the Director to continue the training begun during the two-day training orientation prior to the semester. This involves preparing readings and professional development activities for each weekly staff meeting and scheduling guest speakers for some staff meetings.
 - c. Mentoring includes periodic one-on-one meetings with tutors throughout each semester to go over general questions and concerns, or questions and concerns pertaining to a particular tutoring session.
 - d. Evaluation includes observing each of the tutors during a one-hour session once per semester, meeting with the tutor to discuss what happened in their observed session, and writing up an evaluation for the tutor's file.
3. Develops and coordinates the tutoring schedule for the QC location each semester.
4. Meets with QC faculty to promote the QC location and address their questions and concerns.
5. Develops class presentations and workshops tailored to the needs of a particular course, instructor, or assignment for faculty on the QC campus on various aspects of writing.
6. Initiates, coordinates, and promotes promotional activities and special events (e.g. the fall semester "Write-in," spring semester workshop, an open house, and a Creative Writing group).
7. Advises the Director on areas of daily operations that could be modified or updated to provide better service or help the location improve efficiency and accuracy in its daily operations.
8. Works closely with the Director to provide administrative support for the US Bank/QC-Writing Center as needed (such as grant writing, stewardship, policy development, strategic initiatives, etc.)
9. Tutors 8-10 hours per week.
10. Monitors the location's reference resources, identifies needs, and works with the Director to acquire necessary materials.

Coordinators

In the descriptions below, “primary duties” refers to those responsibilities that are regular and ongoing. “Secondary duties” refers to those responsibilities that may be occasional or at the discretion of the chair.

TECHNOLOGY COORDINATOR duties and responsibilities

Primary Duties

1. Consults with the Chair regarding departmental technology infrastructure (telecommunications and network cabling, computer classroom software and hardware, courseware and file service resources, audiovisual and presentation hardware, security and privacy concerns, etc.).
2. Advises faculty regarding classroom use of computer hardware and software, and the use of computers and technology in research and service activities.
3. Coordinates the development of department web pages and other online resources.
4. Maintains the department “new media lab” hardware and software for production of *The Mirror & the Lamp*, *Elements*, and other department publications.

Secondary Duties

5. Advises faculty and staff regarding day-to-day computer use.
6. Consults with campus information technology administrators regarding issues important to the department's technology infrastructure, such as the design, capability, and maintenance of our computer classrooms.
7. Represents the interests of the department on University-wide committees, such as the Web Standards committee.
8. Assists department staff with the inventory of department computer and audiovisual hardware and software.

CREATIVE WRITING COORDINATOR duties and responsibilities

Primary Duties

1. Advises *Elements*: Oversees all aspects of publication, marketing, and mentorship of student editors.
2. Oversees the Fred Ewing Case and Lola Austin Case Writer-in-Residence reading series. This includes event planning, negotiating author contracts and payment, arranging transportation and accommodations, scheduling reading venues and catering, marketing events, ordering books through the University Book Store, and arranging student opportunities with authors.
3. Consults with the Chair to schedule, market, and finance readings.
4. Markets creative writing awards, coordinates initial in-house judges, allocates submissions, and arranges for prestigious outside judges for final placement selections. Arranges for faculty presentation of awards.
5. Works with the Chair and collaborates with faculty on the creative writing minor's curriculum and assessment and students' recruiting and retention.

Secondary Duties

6. Provides leadership in student recruiting and retention by visiting classes in the department and encourages students' creativity and collaboration by developing projects inherent to creative writing.

7. Coordinates events to enhance creative writing culture in the department and at the university at large.
8. Enhances mentorship with students.

FILM MINOR COORDINATOR duties and responsibilities

Primary Duties

1. Advises Film Club, WIU student organization.
2. Oversees the publication of *Interdisciplinary Film Minor's Newsletter*.
3. Consults with the Chair to schedule film courses.
4. Reports to, and works with, the Chair on the film minor's curriculum and students' recruiting and retention.
5. Maintains department alumni network on social media (Facebook).
6. Maintains the website of the Interdisciplinary Film Minor and Film Club (www.filmclub.wordpress.com).
7. Builds and enhances relationships with various departments participating in the Interdisciplinary Film Minor (from the Colleges of Arts and Sciences and Fine Arts and Communication) by organizing meetings with faculty and overseeing faculty participation in the film program.

Secondary Duties

8. Provides leadership in student recruiting and retention by visiting classes in the department and encourages students' creativity and collaboration by developing projects inherent to film studies.
9. Coordinates events to foster film culture in the department and at the university at large, including film screenings with guest speakers, workshops, and talks with media industry-related professionals.
10. Consults with the Chair to collaborate on events focused on the undergraduate program, including participating at the Writing Festival with high school students and the department Open House.
11. Enhances mentorship with students.

QUAD CITIES ENGLISH COORDINATOR duties and responsibilities

Primary Duties

1. Organizes annual (or more regular) large-scale English-focused outreach events (e.g. "Get Lit").
2. Undertakes regular outreach to and communication with QC high school and community college English faculty and guidance counselors.
3. In partnership with other WIU-QC faculty, represents English at general WIU-QC

recruitment events for local high schoolers and community college students (e.g. Explore Western).

4. Cultivates relationships with QC area organizations to develop quality internship and extracurricular experiences for students.
5. Assists QC-based students with graduate school and career placement.
6. In partnership with other WIU-QC faculty, the Department chair, and WIU-QC administrators, as well as the DGSE, the Director of Writing Programs, and other department leaders as appropriate, assists in developing the WIU-QC course schedule for English faculty.
7. Advises the QC's Interdisciplinary English and the Arts Society (IDEAS).

Secondary Duties

8. Consults with Graduate Committee and Director of Writing Programs as needed, especially concerning the awarding of assistantships to QC-based graduate students and/or their appointment to TSA roles in the QC Writing Center.

9. Curates English-focused web pages within the QC College of Arts and Sciences web portal, including regular development of new material featuring alumni and local internship/job shadowing opportunities.
10. Produces regular material for and moderates QC English Facebook page.
11. Maintains past, present, and prospective QC English student email listservs and makes regular announcements about relevant events and opportunities to these groups.