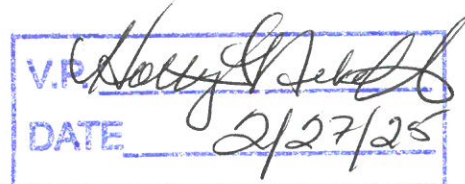


Department of English

Department Workload Equivalencies (DWEs) 2023-2026



According to Article 18.1 of the UPI Agreement (2023-2026), "The professional obligation of an employee in Unit A consists of both assigned and unassigned duties and activities; assigned duties will be recorded on an Assignment of Duties form along with the designated number of academic credit equivalents (ACEs) for each of those duties." According to Article 32.1.a, "The professional obligation of an Associate Faculty member [Unit B] consists of assigned Teaching/Primary Duties, which will be specified in the letter of appointment and will receive an academic credit equivalent (ACE) value."

- Full Workload – Unit A. A full workload for an employee in Unit A is 18 to 22 ACEs (Article 18.2).
- Full Workload – Unit B (Associate Faculty). A full workload for an employee in Unit B is 18 to 24 ACEs. Individuals with contracts of more than nine months will be assigned ACEs proportionate to the length of the contract. (Article 32.1.b).

See the respective articles of the UPI Agreement for the following:

Distance Education (16), Major Revisions to a Course (16.4.b.2), Laboratory Classes (18.2.b), Course Preparations (18.3), Departmental Independent Study/Readings (18.5), Team Teaching (18.6), Pre-Student Teaching and Student Teaching Supervision (18.8), Off-Campus Instruction (18.9), Intersession Courses (18.11), Overload (18.12 and 32.1.i), Summer Session (19 and 32.1.f and j), Office Hours and Faculty Accessibility (18.14 and 32.1.g), Outside Employment, Outside Teaching, and Consulting (18.15), Grants and Contracts (18.18), Program Accreditation and Review (18.19), New Faculty Course Releases (18.20), Course Modality Assignments (18.13.f and 32.1.l), and Training and Compensation for Distance Education Courses (29.10).

Following are the Department Workload Equivalencies beyond and including those specifically described in the UPI Agreement.

**18.2.a – Mass Lecture**

- An employee who teaches a mass lecture, defined by the English Department as a course with 50 or more students, shall be compensated with additional ACEs equivalent to the number of semester hours of the course.

**18.4 – Advising**

- Undergraduate advising ACEs will be granted according to the following schedule:
  - 1-17 students .5 ACEs
  - 18-34 students 1.0 ACEs
  - 35-51 students 2.0 ACEs
  - 52-68 students 3.0 ACEs

**18.7 – Internships**

- The following applies to both undergraduate and graduate students. "Internship supervision shall be awarded between .1 and .4 ACE per student, based on number and distance of site visits and level of supervision required, as defined in the DWE document" (below):
  - .2 ACEs per 3 s.h. of internship per student that requires the faculty member to meet with the student no more than 3 times in a semester, with the student reporting to a separate direct supervisor. The faculty member would be responsible for mentoring the

student and evaluating the student's internship proposal and final report materials. No travel.

- .3 ACEs per 3 s.h. of internship per student that requires moderate supervision and engagement with the student and with the internship site and site supervisor relative to the minimum (.2 ACEs described above) and maximum (.4 ACEs described below). Travel required minimal to none.
- .4 ACEs per 3 s.h. of internship per student that requires meetings of once a week or more frequently, where the faculty member is directly supervising the internship, performing multiple site visits, providing intensive mentoring, and assigning and evaluating the internship tasks and duties, in addition to evaluating the student's internship proposal and final report materials. Travel required minimal to none.

In addition to both defined ACE loads (as noted in 18.2.a) and department/school specific roles and responsibilities, the following activities shall be assigned ACE loads in all DWE/SWE documents: student supervision, formal mentoring roles, student research supervision, undergraduate capstone projects, and recruitment and retention activities (see Article 18.2.b).

#### **Student Supervision**

- Faculty not already receiving ACEs or compensation for direct supervision of students shall receive ACEs. Student supervision includes but is not limited to the following: fieldwork, study abroad, approved travel, on or off campus experiences that require direct, continuous supervision (e.g., experiential learning, service learning, student work on a departmental student publication). ACEs will be awarded per section 18.5 of the UPI Agreement.

#### **Formal Mentoring Roles (Students or Faculty)**

- Faculty not already receiving ACEs or compensation for direct supervision or formal mentoring of students or faculty may receive ACEs. Formal mentoring includes but is not limited to the following: mentoring of new or unit-changing faculty, mentoring of students preparing for prestigious competitive scholarships or fellowships or of student professional experiences. For chair-sanctioned formal mentoring of students, ACEs will be granted according to the following schedule:
  - 1-17 students .5 ACEs
  - 18-34 students 1.0 ACEs
  - 35-51 students 2.0 ACEs
  - 52-68 students 3.0 ACEs

#### **Student Research Supervision**

- Faculty not already receiving ACEs or compensation for student research supervision may receive ACEs. Student research supervision includes but is not limited to the following: serving on a graduate student exit option committee, supervising a research assistant. ACEs will be awarded per section 18.5 of the UPI Agreement.

#### **Undergraduate Capstone Projects**

- Supervision of capstone projects: .25 ACEs per capstone project only for capstones that are required for the major and that carry a distinct course number as a capstone course. Supervision of projects that are completed as an assignment for another course are not eligible for capstone ACEs.

### **Course Revalidation**

- Faculty revalidating courses according to the School of Graduate Studies revalidation policy shall receive .25 ACEs for each course revalidated.

### **University Writing Center Consulting/Tutoring**

- Faculty assigned to work scheduled hours in the University Writing Center on campus will receive 1 ACE per 40 hours assigned.

### **Recruitment and Retention Activities**

- Chair-sanctioned recruitment/retention activities will receive 1 ACE per 15-30 direct contact hours for a maximum of 3 ACEs per year. (ACEs are not granted for committee assignment/committee work.)

### **18.21 – Directors and Program Coordinators**

Department/School Workload Equivalents (DWE/SWE) shall include detailed job duties/descriptions for all program coordinator roles in the department/school. Additionally, ACE assignments for program coordinators in each department/ school shall be specified in the DWE/SWE. Where department chairs/school directors are unable or unwilling to fulfill program coordinator duties during the summer session, summer compensation shall also be specified in the DWE/SWE. The following program coordinators will receive ACEs and compensation as follows (see Appendix A for duties and responsibilities):

- Coordinator of Graduate Studies in English – 3-6 ACEs/year
- English Education Coordinator – 9 ACEs/year
- Writing Center Director – 9 ACEs/year plus two months' supplemental pay in the summer
- Writing Program Director – 6 ACEs/semester plus two months' supplemental pay in the summer

Guidance for the following can be found in the UPI Agreement as indicated:

- 18.c.2 – CWEs (College Workload Equivalents)
- 18.c.3 – UWEs (University Workload Equivalents)
- 27.2 – Sabbatical Leave
- 27.17 – Mini Sabbatical. The University agrees to provide a single three (3) ACE or four (4) ACE reduction of workload to Unit A faculty members for the purpose of encouraging professional projects, including grant applications, for the mutual benefit of the University and the employee. Applicants will be required to develop and submit applications for projects for the mini-sabbatical term.

## Appendix A

### **Coordinator/Director Duties and Responsibilities**

#### **Coordinator of Graduate Studies in English (3-6 ACEs/year)**

ACEs for the Coordinator of Graduate Studies will be granted according to the following schedule:

- 25 or fewer students: 3 ACEs/year
- 26-40 students: 4.5 ACEs/year
- 41+ students: 6 ACEs/year

The Coordinator of Graduate studies is primarily responsible for the maintenance and administration of the English graduate program. This includes advising current and inactive graduate students; supporting student retention and success through various approaches and initiatives; reviewing graduate student applications; coordinating with the writing program director and writing center director on assistantship offerings; working on outreach, recruitment, and retention plans, initiatives, and activities; coordinating with the department chair and faculty on curriculum and course offerings; and compiling programmatic and student data on the graduate program for the annual report to the department chair. Graduate students not enrolled in coursework but actively working with the graduate coordinator (for example, on incompletes) may be counted for up to one year of non-enrollment.

#### Advising

- Advises all active graduate students in the English master's program each semester, and inactive students as needed.
- Meets with graduate students to address and complete paperwork regarding grievances, grade appeals, and other petitions.
- Prepares degree plans, reviews and approves proposals for independent studies and exit options, and keeps up-to-date files on each student, and reviews all requests for transfer and course substitutions for degree programs.

#### Recruitment, Retention, Student Success, and Outreach

- Collects and compiles data on all applicants and enrolled students, maintains connections with alumni as appropriate, and develops and maintains a recruitment plan.
- Visits regional institutions and graduate fairs for recruitment and maintains relationships with English department chairs, particularly at feeder institutions, to network and recruit students.
- Maintains the graduate program page of the Department website and updates marketing and promotional materials about the graduate program as requested.
- Identifies students at risk for being kicked out of the program or for not completing the program and works with them on a success plan.
- Maintains and updates the English graduate student handbook, and reviews and corrects proofs of the graduate catalog, course schedule, and other curriculum documents as needed.
- Organizes and/or facilitates professional development and other workshops and info sessions as appropriate for the graduate students during the fall and spring semesters.

#### Curriculum and Strategic Planning

- Develops the graduate schedule in coordination with the department chair and maintains

course rotation plans and a record of course offerings.

- Communicates with and convenes the English graduate faculty as needed and with the graduate committee and department chair, collaborates on the development, revision, and maintenance of the graduate curriculum.
- Develops and maintains a vision and strategic plan for the graduate program, in consultation with the department chair and graduate faculty, and submits an annual program report to the department chair.

#### Assistantships and Scholarships

- With the Director of the Writing Program and the Writing Center Director, oversees the awarding of graduate assistantships. If deemed necessary, the graduate committee may also be involved in decisions regarding assistantships.
- With the graduate committee, oversees the awarding of graduate student fellowships and scholarships.

### **English Education Coordinator (9 ACEs/year)**

The English Education Coordinator oversees all aspects of the English Education program throughout the year, including the summer months, as follows:

- Monitors all English Education students and candidates throughout their time in the major. Meets regularly with majors, attends meetings around candidate concerns, observes candidates during practicum experience as needed, monitors any candidate teacher education dispositions, and works with candidates to create action plans for success and support.
- Oversees the implementation of the Teacher Education Portfolio (TEP) process including introductory meetings for new majors, assessing TEP reflective essays and other requirements, and approving TEP applications.
- Monitors student teachers, including coordinating meetings with student teachers throughout the semester, visiting and observing student teachers in cooperating classrooms when necessary, reviewing final portfolios, and providing clearance for graduation.
- Collects and aggregates data, prepares required reports and other documents, and completes narratives for university and state assessments. Collects and maintains data on both current students and alumni teachers as required by the state of Illinois.
- Collaborates with the School of Education for all English Education-related programming (including the MAT licensure program in English Language Arts and undergraduate programs), coordinating course offerings, assisting in curriculum development, and supporting data collection and documentation for ELA MAT candidates.
- Responds to inquiries and recommendations by school principals, directors of curriculum, and other school personnel on hiring graduates. Writes recommendation letters required for students applying for university teacher education scholarships.
- Facilitates outreach programs for area schools and teachers throughout the year (including summer months). Programming includes departmental, college, and university opportunities for middle and high school students and teachers.



### **Writing Center Director – 9 ACEs/year plus two months’ supplemental pay in the summer**

The Director of the University Writing Center oversees a university-wide program staffed by 19-25 undergraduate and graduate student employees (depending on funding) in Macomb and the Quad Cities. The UWC serves students, staff, and faculty at Western Illinois University (Macomb, Quad Cities, and online) and Spoon River College, averaging 500 unique clients per semester for over 1,100 individual appointments, in addition to numerous workshops. The UWC is open from the beginning to the end of each semester, including summer and intersession. During the fall and spring semesters, the UWC is open 6-7 days a week, often 12 hours a day (e.g., 9am – 9pm Monday through Thursday) and operates in Macomb, the Quad Cities, and online. In addition to providing one-on-one assistance and instruction in writing, the UWC caters to the writing curriculum and pedagogical needs of faculty across the university through general workshops and programming as well as in-class workshops tailored to the needs of specific courses, assignments, and faculty. The UWC director manages a student employee staff for 43 weeks of the year plus an additional week of staff training prior to fall semester, while also overseeing, developing, and coordinating writing workshops along with additional outreach initiatives and collaborations with other entities across campus. The UWC Director also offers a rigorous ongoing training and professional development program that provides student employees with the skills, resources, and professional training to pursue careers as professional tutors or experts in writing support in the workplace. Finally, the director is responsible for daily administrative and clerical upkeep of the UWC at all locations—the duties and responsibilities below thus apply to all locations and for all student staff.

#### **Program Operations, Administration, and Assessment**

- Oversees the daily operations of the University Writing Center (including Macomb, Quad Cities, online, and any additional locations).
- Performs daily, weekly, and monthly clerical tasks, including appointment monitoring and maintenance, reporting, supply and technology inventories, and recordkeeping throughout fall, spring, and summer semesters and intersessions when the UWC is open.
- Develops and presents requests for equipment, software, books, and other materials to the Chair of English and other entities offering financial support to the UWC as appropriate.
- Develops and coordinates each semester and summer the tutoring schedule and operating hours for all university locations based on employee schedule availability, eligibility to work a certain number of hours, available funding, and location needs.
- Maintains currency in writing center theory and practice research, reporting in the annual report on the ways in which new research informs practices and initiatives in the UWC.
- Maintains UWC records for the volume, kind, and demographic of usage at each location each semester and provides this data upon request to different units to support retention and student success.
- Hears all faculty, staff, and student complaints about the UWC or individual employees and take appropriate action. Mediates conflicts between employees or between employees and clients and takes appropriate action.
- Ensures that all locations are sufficiently staffed during operating hours and facilitates employees covering each other's hours when employees are sick or have emergencies. This requires that the director is available by phone and email during operating hours, which include nights and weekends, during the fall, spring, summer semesters and intersession.

- Produces every year the University Writing Center Annual Report.
- Develops and implements the Center's assessment plan and conduct co-curricular assessment.

#### Student Employee Supervision, Training, and Mentoring

- Trains, supervises, mentors, and evaluates teaching support assistants and undergraduate writing consultants (tutors) in the UWC in Macomb and the Quad Cities, including those hired from other departments across campus.
  - Prepares and facilitates a multi-day training program for new and returning writing consultants in August prior to the start of the fall semester.
  - Prepares and facilitates ongoing weekly (fall) and monthly to weekly (spring, depending on need) professional development and staff meetings for the UWC student employees.
  - Monitors student employees' timeliness for their shifts, addressing problems or questions with respect to specific clients, employees, or faculty and staff with whom the UWC student employees interact.
  - Monitors hours worked and approves time cards for TSAs (monthly) and undergraduate student employees (biweekly) during the fall, spring, and summer sessions.
  - Maintains a daily presence in the UWC to answer employee and client questions and build rapport with and among employees.
  - Mentors student employees via periodic one-on-one meetings and observations throughout each semester to go over general questions and concerns, or questions and concerns pertaining to a particular tutoring session.
  - Observes and evaluates consultants to provide mentoring and constructive feedback.
  - Annually develops and updates materials for the pre-fall training as well as the ongoing training program during the fall and spring semester, including coordinating guest speakers and panel discussions. This includes updating the UWC training manual that includes policies, procedures, primary contacts, resources, and exercises and techniques to improve tutoring, informed by the latest research on best practices in writing center theory and pedagogy.

#### Hiring and Budget

- Manages the undergraduate student employee budget and the graduate student employee budget for the University Writing Center and, as needed, for the English Department.
- Advises the English Department graduate committee on the hiring of English TSAs and TAs, including reviewing applicant files and conducting interviews throughout the spring and summer for positions beginning the following fall.
- Interviews and hires undergraduate writing consultants (tutors) and TSAs from outside the English Department in the spring and as needed in the summer (for employment beginning in the fall semester), which includes developing a screening and interview process and filing all necessary paperwork and reports.

#### Student Retention, Success, and Campus Outreach

- Develops and updates paper, digital, and online writing resources for students, staff, and faculty across the university.



- Works closely with the Provost's Office as well as the Office of Retention Initiatives, Rocky's Resources, the library, and Student Development and Success to share data and develop resources and programs to support students year round.
- Oversees public relations and other outreach for the UWC, including presentations at faculty orientation and various student organizations throughout the year.
- Develops marketing and promotional materials for the UWC and associated outreach programs and events throughout the year.
- Presents on writing-related topics and the writing center at orientations over the summer months.
- Confers with units across the university, including WID, CITR, and the Council on General Education, on faculty development projects involving writing instruction.
- Develops class presentations and workshops tailored to the needs of a particular course, instructor, or assignment for faculty across the university on various aspects of writing (upon request). Works with faculty to develop writing assignments and handouts appropriate to their disciplines as requested.
- Provides basic support, along with the Writing Program Director, for faculty across campus teaching general education courses, WID courses, and any writing in general, as requested by departments and faculty.
- Represents the UWC before entities external to the University.

### **Writing Program Director – 6 ACEs/semester plus two months’ supplemental pay in the summer**

The Director of the Writing Program (or Writing Program Administrator/WPA) oversees the University Writing Program administered through the Department of English. The program consists of ENG 100: Introduction to Writing, and the general education courses ENG 180: College Writing I, and ENG 280: College Writing II. The program delivers approximately 100 course sections annually and serves approximately 2,000 undergraduate students across the university each academic year while playing an instrumental role in student retention and success. The number of sections and students served has the potential to increase, as we are limited in our offerings by staffing availability.

Continuous training of faculty who teach writing as well as the teaching assistants (TAs), who serve as independent instructors delivering and developing their own sections, requires ongoing engagement with the discipline as well as the instructors in our program. The field of writing studies has a long history of dedication to evidence-based practice to support students in developing the skills, knowledge, and creativity necessary to producing academic writing through pedagogical approaches informed by composition theory and rhetorical theory, as well as practices informed by the fields of education, psychology, and sociology. The field also has a strong history of rigorous career training and preparation for its graduate students planning to pursue teaching at 2- and 4-year institutions. The Director not only engages with students across the university and instructors in English, but also with instructors across the university teaching Writing in the Disciplines (WID) courses.

#### Program Operations and Administration

- In collaboration with the department chair, determines staffing needs each semester and summer and develops the class schedules for all sections of ENG 100, 180, and 280, including dual enrollment sections, considering different delivery modes as appropriate to support student access and success. Regularly monitors course offerings and enrollments each semester and summer to ensure sufficient seats and appropriate delivery modes to meet student needs.
- Enforces registration blocks for ENG 180 and ENG 280 and fields requests to lift blocks.
- Is accessible to students, faculty, staff, and administrators on campus and responds to correspondence regarding the writing program in a timely fashion while maintaining a regular presence in the office, coordinating with the department chair to ensure adequate coverage.
- Develops, updates, and distributes course requirements for faculty and TAs teaching ENG 100, 180, and 280 prior to the start of each semester and reviews syllabi to ensure adherence to course outcomes and IAI guidelines. Reports any issues or noncompliance to the Department chair and assists faculty in making appropriate adjustments.
- Maintains a list of recommended textbooks in collaboration with the writing committee, and updates the list annually on the Department webpage or Google Drive.
- 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.
- Evaluates, each semester, a portfolio of writing from each student scoring a 3 on the AP English Language and Composition Exam and each student scoring a 50+ on the CLEP College Composition or College Composition Module exams that chooses to appeal for ENG 180 credit.
- Oversees and reviews the directed self-placement instructions and process for students entering the writing program, makes changes and recommendations as needed in line with currently accepted standards and best practices, and communicates changes or updates with advisors, the department chair, and others as needed.

- Assumes or assigns (in consultation with the department chair) one semester-hour independent study for every transfer student who comes from a quarter system institution with only 2 semester hours for either ENG 180 or 280.
- Adjudicates student complaints about ENG 100, 180, and 280; helps students navigate the grade appeal process; explains procedures when students have concerns about curricular or program requirements (e.g., absence policies, grade requirements, timely completion); listens to student complaints or concerns and coordinates with the department chair to resolve issues.
- Produces the Writing Program Annual Report, which includes enrollment data, the status of staffing and scheduling needs for courses in the writing program, internal program assessment results and impacts, updates and data on teaching assistant feedback, engagement, activities, and concerns, and writing faculty development and program activities.
- Develops and updates as needed the writing program vision, mission, and strategic plan, in consultation with writing committee, including goals, objectives, and expected outcomes.
- Keeps abreast of the state of the fields of composition theory, writing pedagogy, writing program assessment, and related fields like education, sociology, and psychology (where they intersect with writing studies) by engaging with scholarly journals, networking with leaders in the field on professional listservs, and reviewing information on writing programs at peer and aspirational institutions to ensure that the WIU Writing Program is in line with current practice. At least once a year provides a brief report to the department chair and faculty regarding developments or changes that potentially impact the WIU Writing Program. This information should be included in a section of the writing program annual report and should inform the strategic plan.
- Schedules, designs, and conducts writing faculty meetings each semester, in consultation with the writing committee, to ensure that faculty are updated on the latest pedagogies and curricula for the teaching of writing.
- Develops and updates as appropriate policy statements for the writing program with respect to anti-racist pedagogy, DEI statements, and other policies regarding equity and access. Works with the appropriate units on campus to develop these policy statements, and draws on guidance from the Council for Writing Program Administrators.

#### Teaching Assistant Supervision, Training, and Mentoring

- Selects the common textbooks for TA-taught sections of ENG 180, ensures desk copies are mailed to new TAs at the beginning of the summer, and maintains contact with new TAs throughout the summer.
- Works with the Coordinator of Graduate Studies in English, the Director of the University Writing Center, and the graduate committee each spring and summer to interview and select teaching assistants for the following year.
- Supervises Department TAs each semester, ensures compliance with WIU and State of Illinois requirements, confirms time cards every month, and remains accessible nights and weekends (within reason) to answer emails and phone calls from TAs regarding urgent matters in relation to their teaching and students.
- Observes each TA at least once a year and provides constructive oral and written feedback; reviews new TA grading and evaluative comments on the first set of student papers to ensure quality and consistency in line with course and assignment expectations; meets with individual

TAs as needed to address questions and concerns about teaching, and assists TAs in successfully addressing pedagogical and classroom challenges (e.g., plagiarism, classroom management, grading concerns).

- Alerts the department chair when TAs have to be removed from the classroom or withdraw from the teaching assistantship, and takes responsibility for grading incompletes assigned by TAs in the event that the TA is unable to see the grading through to resolution.
- Helps TAs secure temporary coverage of their class sections when they are gone due to a professional conference or personal reason. This may mean the director must cover the course if no alternative arrangements can be made.
- Coordinates the Department's TA mentoring program.
- Coordinates with the University Writing Center Director regarding graduate students with joint TA/TSA duties, providing the UWC director with TA schedules on a timeline that allows sufficient time for building the writing center schedule. This means that for spring semester scheduling, the WPD provides the TA schedule to the UWCD by the week after spring registration opens. For fall semester scheduling, the WPD provides the TA schedule by June 15<sup>th</sup>.
- Delivers a multi-day TA training and orientation in August prior to the start of the fall semester, and develops and annually maintains a training website for incoming TAs that provides them with materials to prepare for teaching ENG 180 in the fall and with resources for pedagogical approaches, various delivery modes, assignment design, accessibility, social justice, learning styles, evaluation, and assessment of writing.

#### Student Retention, Success, and Campus Outreach

- Communicates and works regularly with undergraduate advising staff across the university, as well as the Registrar's Office, the Office of Retention, the Provost's Office, Institutional Research and other campus units to anticipate and address enrollment trends and challenges through effective course offering strategies; to collect and share retention and other data related to the writing program courses; and to remove barriers and support student success in the writing program; represents the Writing Program before entities external to the University.
- Develops and updates writing program webpage content, including online student and faculty resources.
- Conducts campus-wide writing workshops for WIU faculty at the request of WID, CITR, and campus departments and in coordination with the Writing Center Director as appropriate, and serves as a resource for any individual faculty member who asks for help in teaching writing.

#### Curricular Planning, Development, and Assessment

- Coordinates, designs, and facilitates the annual writing program assessment (separate from the required general education assessment) in collaboration with the writing committee; reports the results in the writing program annual report; holds a meeting of the faculty teaching writing to share assessment results and discuss impacts. This program assessment should align with expectations and best practices set forth by the Council for Writing Program Administrators.
- Regularly reviews and develops writing curricula for ENG 100, 180, and 280 to improve the program and better support instruction, retention, and student success as informed by regular assessment of the courses and program as a whole, faculty and/or student feedback, and best practices in writing program administration.