

Criteria for ELI Administration's Making Course Assignments

Each year, during annual evaluations, the Director or Associate Director makes note of faculty preferences for courses they would like to teach. However, based on the University of Delaware faculty handbook, specific course assignments, i.e., management of the workload, must ultimately be made by the Director (or chair) to ensure the needs of ELI students are being met (see: <http://www1.udel.edu/provost/chr-ad/duties.html>). ELI administration recognizes that ESL is a vast field with many areas of specialization. Our faculty reflect that diversity of specialization. Although all of our faculty have the education and training to teach an incredibly wide range of ELI courses, each of them has drawn on their research, professional development and focused teaching experience to become experts in specialized areas within our program, such as beginner levels, Business and Professional ESL, intermediate levels, culture classes, teacher training, ITA, and advanced academic ESL. At the same time, to support our faculty in their careers and to ensure successful peer reviews and promotions (and, for ADS's, opportunities to apply for CT positions) the Director and Associate Director will endeavor to afford instructors opportunities to teach a variety of courses, rather than be confined only to one level or one course.

Prior to the start of each session, ELI administrators review placement scores for new students along with the data on continuing students to determine which courses (and how many sections of each course) to offer and begin assigning faculty members to each class. Whenever possible, course assignments are based on individual teachers' preferences, specializations, previous experience and past effectiveness in teaching various courses (the latter based on observations, course evaluations, and instructor self-assessments). Nevertheless, there will be times, depending on enrollment and program needs, when an instructor will be asked to teach an unfamiliar course in an area of the program in which the individual has little experience, such as a beginner level teacher being asked to teach an advanced EAP course. On those occasions, the administration assigns a colleague more experienced with the course (often the course creator) to serve as mentor for the individual new to the class, explaining the course conceptual framework, clarifying learning outcomes, sharing materials and assessments, addressing pacing and timelines, and providing tips to help ensure a successful teaching experience. Moreover, individual courses fall under the oversight of either course designers or Level coordinators who provide additional support and supervision (see Level Coordinator responsibilities). These efforts are in place to help the instructor have a successful and satisfying experience with the new assignment.