

ENGLISH LANGUAGE INSTITUTE

FACULTY WORKLOAD AGREEMENT

General Statement

The faculty of the English Language Institute consists of the **professors, associate professors, assistant professors, senior instructors, associate instructors**, and instructors who hold primary appointments in the Institute (ELI Bylaws 2.0). This document addresses the workload agreed upon by members of ELI's full-time faculty.

By offering a wide range of **credit** and certificate courses to its international and multi-cultural student body, the English Language Institute makes a valuable contribution to the educational and diversity-embracing mission of the University. The ELI offers courses forty-six weeks out of each year through four eight-week sessions and two seven-week sessions—in addition to semester long sessions. In addition, the Institute provides a wide range of English for Special Purpose short courses, **including EFL teacher training, Legal ESL and prelaw, and pre-MBA**. Faculty serve non-matriculated and pre-matriculated international students on campus, abroad, and in the community.

Standard Teaching Expectations

All full time, **Continuing** Track Faculty members are expected to advise students and to participate in other teaching-related duties such as attendance at department functions (e.g., meetings, retreats, special program functions), participation in curricular planning, course development and course materials, and presentations of teaching-related materials at **in-**conferences.

The standard administered teaching load for full time **Continuing** Track Faculty averages two class preparations per day. This typical assignment constitutes a 90% teaching load. **However, many faculty members pursue scholarship and expanded service assignments resulting in modified individual workload agreements, with commensurate reductions in teaching.**

Variations from the Standard Teaching Load:

- 1) **Faculty members teaching a 3 credit course outside of the ELI will receive a 25% ELI course reduction for a given semester. The development of a new course may result in additional one-time release time, as negotiated with the Director.**
- 2) Supervision of student teachers is a teaching activity; such supervision replaces one of the faculty member's regular courses or, alternatively, is compensated as an overload. Supervising six student teachers is considered the equivalent of teaching one ELI non-credit course over an eight-week session.
- 3) The following Department positions will entail a course reduction equivalent to one half to two courses per academic year, depending on the weight of the responsibilities involved:
 - Coordinating a special program largely integrated to regular courses (usually a .5 course reduction in a session)
 - Coordinating a special program partly integrated to regular courses (usually 1.0 full course reduction in a session)

Coordinating a complex special program (usually a 1.5 or a 2.0 course reduction in a session)
 Editor-in-Chief of the *ELI Newsletter* (1.0 course per year)
 Chair and major contributor in curriculum revision (varies with responsibilities but usually 1.0 course in a year)
 Chair or co-chair of a major task force (varies with responsibilities, but usually 1.0 course in a year)
 Providing up to 12 tutoring appointments per week in exchange for one class;
 Other special administrative assignments falling well outside of normal teaching and service workload (to be negotiated with the Director)

- 4) Those faculty members wishing to include extraordinary scholarship and/or non-teaching-related service in their workload may negotiate this with the director. If approved, this shall result in a reduction of the teaching load and consideration in the annual evaluation. Faculty receiving a course reduction to assist them in their research efforts will not normally be permitted to do overload teaching during that academic year.

TABLE 1¹
 SAMPLE WORKLOAD COMPONENT PROPORTIONS

	No Summer Research (10 month appointment)^	No Summer Research (11 month appointment)^	1 Month Summer Research (11 month appointment)	2 month Summer Research (10 month appointment)
Teaching	10 equivalent courses in IEP = 90%, 9 months	11 equivalent courses in IEP 90%, 9.9 months	11 equivalent courses in IEP = 82%+, 9.9 months+	10 equivalent courses in IEP 74%, 9 months
Service	1 month = 10% service	1.1 month = 10% service	1.1 month = 10% service	1 month = 10% service
Research	Not required	Not required	1/12= 8%, 1 month***	2/12=16%, 2 months****
Totals	10 months 100.0%	11 months 100.0%	12 months 100.0%	12 months 100.0%

^Ten month fiscal appointment is equivalent to a Nine + one academic appointment. Eleven month fiscal appointments are equivalent to nine + two academic appointments.

**For a ten-month faculty appointment, a 10% service load is equivalent to one month over the course of a year: 1/10=10%. For an eleven-month faculty appointment, a 10% service load is equivalent to 1.1 month over the course of a year: 1.1/11=10%.

***Research based on 11 month appointment.

****Research based on 10 month appointment.

¹ Tables 1 and 2 are models only; actual proportions could vary with individual workload assignments.

TABLE 2
 SAMPLE WORKLOAD COMPONENT PROPORTIONS FOR
 VARIATIONS TO TYPICAL TEACHING LOAD
 ADMINISTERED TEACHING LOAD MODEL

	10 month appointment with .5 course reduction assign. (No Summer Research)	11 month appointment with 1 course reduction (No Summer Research)	11 month appointment with 1 course reduction and 1 month Summer Research
Teaching	9.5 equivalent courses in IEP or 617 contact hours* = 85%, 8.5 months	10 equivalent courses in IEP or 650 contact hours*=81%, 8.9 months	10 equivalent courses in IEP or 650 contact hours+=73%, 8.9 months
Service	Coordinate largely integrated program. 1.5 months = 15% service	Coordinate partly integrated program. 2.1 months=19%	Chair major task force. 2.1 months=19%
Research	Not required	Not required	1/12= 8%
Totals	10 months 100%	11 months 100%	12 months 100%

An approved summer research program cannot influence workload assignments during other ELI sessions, and a faculty member with an approved summer program may not teach for compensation during *that month of assigned summer research* or carry out other activities inconsistent with the approved program.

Standard Service Expectations

Each member of the faculty is expected to serve the Institute, College, University, profession and broader community in ways best suited to the faculty member’s talents and the needs of the Institute, college and university. General service obligations include participation in faculty governance and in the effective development and conduct of the English Language Institute programs. Examples of specific service activity include testing students, coordinating graduation ceremonies, and participation in cultural events. Faculty members generally serve on two Institute committees, though this may vary somewhat depending on the roles and responsibilities within given committees. Members who contribute extraordinary service would, with the approval of the Director, be eligible for a reduction in teaching load. Members with nominal committee responsibilities may serve on more than two committees within a typical service administered load. Normally, service activities constitute about 10% of a faculty member’s workload (see examples of variation in Table 2).

Scholarship

ELI faculty are encouraged, but not required, to pursue original scholarship and publication. In accordance with section F.III.4 of the Faculty Handbook, faculty members may request, but are not required, to incorporate time spent on summer research into their overall percentage

distribution of their workload. This will affect only the statistical weight accorded to each component of the workload in the computation of merit increases. It will not result in a reduced teaching load for the faculty member. A faculty member wishing to apply for the “summer research option” must submit a written proposal to the Director prior to the annual review in which the individual’s workload plan for the following year is determined. The request must be documented as follows: a statement of the research and scholarship program, its expected results, and its duration. The Director may approve or disapprove the proposal based on its content, its appropriateness for the faculty member’s workload, and/or the department’s needs and priorities. Those who wish to renew this option must submit a new request each year. Faculty may propose research programs of varying lengths, each of which would alter the proportions assigned to all workload components. Faculty who have passed their six-year peer review are eligible to apply for sabbatical (see ELI Facbook).

Other options for scholarship-related course release include approved sabbatical and Director-approved release time (on a case-by-case basis). Only faculty members who have successfully completed a six-year peer review are eligible for these additional scholarship release options.

Use of Workload

Each faculty member will meet with the Director each spring to develop an individual workload plan for the following academic or fiscal year. That plan must be consistent with the unit’s approved workload policy. Annual evaluations, merit distribution, peer reviews, and promotions must all be based on the *individual* workload plans for the years under review. The ELI’s workload policy is subject to review at least every three years. However, amendments can be initiated at any time by a petition from four voting faculty members or by a majority of the Advisory Committee faculty members. The Workload policy of the English Language Institute may be amended by a two thirds majority of the entire voting faculty provided previous notice of intention to amend has been published in the meeting agenda and distributed to the faculty at least one week prior to the meeting in which the proposed amendment(s) will be considered.

Approved by ELI faculty on June 20, 2003
Approved by Director on June 21, 2003
Approved by Provost on August 8, 2003