

Two-Year Progress Report

English Language Studies (ELS)

March 2021

Program Review completed August 2017

Final Assessment Report submitted November 2018

Final Assessment Report approved January 2019

Recommendations from External Reviewers' Report (completed 2018) and Responses (2021)

1. Immediate review of workload, task weighting, and compensation for teaching staff and the Director to ensure equity and parity for the ELS teaching team when compared to similar staff positions at the University of Waterloo, with considerations to include:
 - a. Provide further teaching relief for the Director so that more time can be devoted to administrative service tasks focused on increasing the health and stability of the ELS program and faculty. The costs of additional teaching relief can likely be offset by the increased service provided by ELS to the wider UW community.
 - b. Recognize actual week-to-week workload of teaching staff driven by pedagogical best practices for multilingual language acquisition, while appreciating that course capacity may be an inadequate indicator of week-to-week workload. The risk of “grading burnout” of dedicated faculty seems high due to the lack of downtime for instructors within a week, a term, or between terms – especially for full-time faculty.
 - c. Offer fair benefits and in-kind support for long-term contract faculty. With the current limitations in projecting EMLS course enrollment, ELS relies on the flexibility of contract instructors. Retaining access to high-quality contract instructors is key to consistent program delivery. Contract instructors, like full-time faculty, need access to private space for course preparation, and meeting with students. Contract instructors who feel undervalued are likely to look for positions elsewhere, taking their gained expertise with them. While a pro-rated benefit package may or may not be possible, at minimum reasonable compensations should be made when contract instructors must use their own home resources for grading and teaching related activities. UW full-time faculty are allowed reasonable expense related to teaching through annual professional allowance (FPER).
 - d. Financial and time-supported opportunities for interested faculty to do program, curriculum, and professional development that would otherwise be at the expense of faculty personal resources, vacation time, and/or personal health. Supported opportunities to add balance and rejuvenation in one’s professional life can help

- offset burnout. In addition to reasonable FPER, an ELS discretionary fund to help supplement attendance at primary ELMS-related conferences could be used for both full-time and contract instructors.
- e. Reconsider task weightings to acknowledge research and scholarship undertaken by Director and teaching team members to contribute to ELS pedagogical research and best practice materials to be shared with the wider ELS community. There are known examples in other UW units of continuing lecturers who have their research and scholarship contributions recognized as part of task weightings.

Status: In Progress

Details

Workload-related issues have been addressed through the negotiation of the first Memorandum of Agreement (MoA) between Renison administration and the new Renison Association of Academic Staff (RAAS). RAAS executive members and negotiators, as well as the Renison administrative team, were aware of the reviewers' recommendations. The negotiations concluded in December 2020, and ratification of the new MoA followed in February 2021. Specific details are listed below.

- a. The director will not be given further teaching relief.
- b. In advance of ratification of the MoA, Renison reduced continuing lecturer (CL) and definite term-lecturer (DTL) teaching workloads from eight to seven courses per year commensurate with the workload for lecturers in Arts. This workload is maintained in the new MoA.
- c. ELS continues to rely on contract faculty to buffer the effects of inconsistent enrolment. However, ELS has made every effort to hire contract staff in Definite Term Lecturer (DTL) positions, providing more consistent employment for these individuals. In fall 2020, ELS hired two new DTLs on one-year contracts, increasing its DTL complement to five. It is hoped that all people in DTL contracts will be renewed at the end of this academic year. The new MoA does not establish a pathway for people in DTL positions to convert to CL positions. This will hopefully be addressed in the next negotiation of the MoA to prevent the loss of DTL expertise at the end of a six-year period of employment.

Efforts are being made to support contract faculty, but not all issues have been addressed. Contract faculty still share a common office and do not have easy access to quiet meeting space when meeting with students. However, contract faculty were given laptops for online/remote teaching during the pandemic and full IT support.

- d. Funded access to professional development opportunities remains unchanged. Full-time faculty have access to a professional development allowance; DTLs and contract lecturers do not.
 - e. The new MoA establishes lecturer task weightings at 80 percent teaching and 20 percent service. The MoA allows CLs to replace service (not teaching) requirements with research if they wish (with approval of the Chair and Dean). In addition, CLs are permitted to plan a development (i.e. non-teaching) term, provided all teaching tasks have been delivered in advance of the development term.
2. Foster ELS research expertise by allowing at least some of the current ELS team to allocate 10% of their time to ELS research and scholarship through potential “living lab” opportunities involving participation of current students and alumni to continue to build and share best practices for ELS support – both inside and outside of the classroom. Given the rarity of credit-based EMLS courses offered at North American universities and the expertise among the ELS teaching team, there is rich opportunity for ELS to promote Renison and UW through its research contributions.

Status: Complete

Details:

The new MoA allows for CLs (although not DTLs) to allocate up to 20 percent of their service (not teaching) to research activities if approved by their Chair and Dean.

3. Strategically position marketing to raise awareness of the EMLS program and its success stories (teaching term, undergraduate and graduate students).

Status: In Progress

Details:

ELS currently has a marketing assistant who creates website and social media content, writes promotional materials for the *Around Renison* electronic newsletter (and occasionally for the *Daily Bulletin*), represents the unit at college and university open house events, and designs and distributes marketing materials related to unit initiatives. This individual’s hours were reduced during the initial pandemic restrictions (in summer 2020), but these hours

have been reinstated since fall 2020. Increased marketing initiatives are an ongoing concern for ELS.

4. Encourage broader collegial support across campus for both EMLS teaching staff and new tenure-track hire to better leverage ELMS teaching expertise.

Status: Incomplete

Details:

While ELS participates as a valued partner in both Math and Arts communication skills initiatives, it has been unable to participate in similar initiatives in Engineering, Science, Environment, and Health Sciences. These arrangements prevent English language learning students in those faculties from benefitting from English language support delivered in tandem with communication skills development.

Opportunities to develop broader collegial support across campus declined when the Steering Committee for English Language Competency Initiatives (SCELCI) and its successor, the Undergraduate Communication Outcomes Initiatives (UCOI) Committee were disbanded. It is hoped that the newly established Undergraduate Communication Outcomes (UCO) Group will provide a forum where communication skills initiatives in Engineering, Science, Environment and Health Sciences may be discussed.

The tenure-track position in ELS was not replaced due to financial cutbacks.

Other significant Developments

- Credit status has recently been removed from the EMLS graduate courses. This has negatively impacted the perceived value of the courses.
- The Common Language Working Group redefined calendar terms for certificates and diplomas, resulting in the deactivation of the three-course undergraduate EMLS Certificate. This has been replaced with a four-course EMLS diploma which is less accessible to EMLS students in demanding programs.
- EMLS courses are not included in the Languages and Cultures category of the ARTS Breadth Requirements table. Currently, they are invisibly embedded in the Transdisciplinary Studies category “any other course” phrase. Moving them to the Language and Cultures category would make the courses visible to English language learning students in ARTS.

Renison representatives hope they will be consulted on initiatives that have bearing on EMLS courses, in particular initiatives related to the communication skills development of English language learners.

Updated Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1.	Immediate review of workload , task weighting, and compensation for teaching staff and the Director to ensure equity and parity for the ELS teaching team when compared to similar at the University of Waterloo.	Recommendations b (workload reduction), c (support for contract instructors), d (professional development), and e (opportunities for optional research) have been addressed in the new MoA between RAAS and Renison administration. Recommendation a (teaching relief for director) will not be achieved.	Renison Association of Academic Staff and Renison administration.	Fully implemented along with the new MoA, ratified February 2021.
2.	Foster ELS research expertise by allowing at least some of the current ELS team to allocate 10% of their time to ELS research and scholarship both inside and outside of the classroom.	This recommendation is complete.	Renison Association of Academic Staff and Renison administration.	Implemented as of ratification of the new MoA, February 2021.
3.	Strategically position marketing to raise awareness of the EMLS program and its success stories.	Develop targeted marketing emails for <ul style="list-style-type: none"> graduate supervisors undergraduate advisors 	Director and Chair, in conjunction with marketing assistant.	Ongoing

4	Encourage broader collegial support across campus for both EMLS teaching staff and new tenure-track hire to better leverage EMLS teaching expertise.	Advocate for the establishment of a university-wide communication skills initiatives planning, implementation, and monitoring committee.	Renison Dean and Principal Chair of Culture and Language Studies	Ongoing
---	---	--	--	---------

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.

Date of next program review: _____ **2024-2025** _____
Date

Signatures of Approval:

Jeff Wilson

April 5, 2021

Chair/Director

Date

Prof. Campbell

April 6, 2021

AFIW Administrative Dean/Head (For AFIW programs only)

Date

Shela Agar

14 January 2022

Faculty Dean

Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

Dan DeVidi

March 8, 2021

Associate Vice-President, Academic
(For undergraduate and augmented programs)

Date

Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)

Date

