Responding to Perceived Threats: Evidencing Programs' Professionalism, Rigor, and Sustainability

Program Administration, Higher Education and Social Responsibility Intersections

Some points to note:

Http//www.k.k-state.edu/elp/professional presentations/

Hand out with this information on ORANGE half sheet

Please write questions as we go. We hope for a big discussion at the end.

Continued of Commodification of English Language Teaching

First they **outsourced** the university cafeteria, and I didn't speak up because I wasn't a cafeteria worker. Then they **privatized** the university bookstore, and I didn't speak up because I didn't work in the bookstore. Then they **subcontracted** university library services, but I didn't speak up because I was not a librarian. **Now they are coming for the Intensive English Program…**

Carter A. Winkle, PhD

(Social Responsibility Interest Section)

Barry University

Adrian Dominican School of Education

English Language Teaching: Academic Profession or Commodity?

- Interest in Topic vis-à-vis Commitment to Social Justice Issues in ELT (e.g., Sheila Mullooly's (2009) TESOL Presentation; IEP as red-headed step child on campus; LGBTQ issues; adjunct faculty status; employee benefits; etc.)
- Marginalized Academic Activity within the Academy
- *Framing English language teaching* (Pennington and Hoekje, 2014, System) – "…as instruction, business, service, profession, and disciplinary field" (p. 163)
- The Terminal Degree

Higher Education: Public Good or Corporate Enterprise?

- Less Government-/Public-Funding
- Academic Capitalism (Slaughter & Rhoades, 2009)
  i.e., the entrepreneurial university: re$earch, athletic$, and $ervices via corporate-sector partnerships
- Institutional Isomorphism (DiMaggio & Powell, 1983)
  i.e., management models vs. academic governance models; profit-motivated
- Critical Review of Divisions: Financial Exigency
- Greater Reliance on Private-Sector Funding
  i.e., private equity or venture capital firms expecting a return on investment

Corporate Sector Partnerships Resulting in Matriculation Pathway Programs

- INTO University Partnerships, Ltd.
  - Privately held, United Kingdom-based
- Kaplan Global Pathways
  - Publically-traded, sub. of *The Washington Post*, USA-based
- Navitas University Pathways
  - Publically-traded, Australian-based
- Shorelight Education
  - Privately held, USA-based
- Study Group
  - Privately held, USA-based

University Partnerships with the Corporate Sector: *Faculty Experiences with For-Profit Matriculation Pathway Programs* (Winkle, 2014)

Synthesis of three Inquiries (Winkle, 2010, 2011; Winkle, et al., 2013)

- Into the corporate unknown: Targeted for privatization in an academic intensive English language program

  (SE Regional TESOL – 2010)

- A narrative inquiry into corporate unknowns: Faculty experiences concerning privatized-partnership matriculation pathway programs

  (PhD Dissertation thesis; Intl TESOL – 2011)

- Creating our own pathways: Institutional alternatives to corporate sector partnership models

  (Intl TESOL – 2013)

Corporate Sector Partnerships: Some Broad Generalizations

Potential Benefits	Potential Challenges
Rapid Growth in Student Enrollment	Too Rapid / Low “Quality” of Recruited Students

Program Prioritization Process

Overview & Strategies for Navigating PPP

Professor Tara Palmer Smith, University of Alaska Anchorage

Author & Purpose

- Dr. Robert C. Dickeson, Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance 2010

Bio: http://www.academicimpressions.com/bio/robert-c-dickeson-normal

Purposes:

- Reallocation of Resources
- Budget Reduction

NOTE: Read the book, but read your institution's materials closer

Engage in Early Process

Establish Task Forces

- Nominate
- Volunteer

Opportunities for Input

- Attend fora
- Fill out surveys

List of Programs & Functions

- Are your programs listed properly?
- Are your functions listed properly?

Definition of Programs

Definition of a program:

- “An operational definition of a program is any activity or collection of activities of the institution that consumes resources (dollars, people, space, equipment, time).” (p.56)

UAA’s Definition of a program:

- “In general, academic programs were considered to be entitities that award transcripted credit, that are listed in the UAA catalog as programs, or that produce research or creative activity with externally awarded funds. Programs were expected to have their own purposes, audiences and constituencies.” (AcTF Report, p.7)
- 330+ programs were identified using this definition

Categories & Distribution

How many categories and what are their definitions?

- Three, Four, or Five
- Bottom category: further review or elimination?

Free or forced distribution?

- Free—any number of programs can be placed in any category, often results in a curve

- Forced—each category must have an equal number of total programs, or each category must have minimum number of programs

Review Criteria

Academic Programs	Support Functions
1. History, Development & Expectations 2. External Demand 3. Internal Demand 4. Quality of Inputs & Processes 5. Quality of Program Outcomes 6. Size, Scope & Productivity 7. Revenue & Resources 8. Costs & Expenses 9. Impact, Justification & Essentiality 10. Opportunity Analysis Chapter 5, pp. 65-87	1. Mission & Core Services 2. Importance 3. Quality 4. Cost Effectiveness 5. Internal Demand 6. External Demand 7. Opportunity Analysis Academic Impressions training materials & UAA Support Task Force Report (see link)

Templates & Resources

- Template Parameters
- Data
- Word limits
- Institutional mission, vision, values, goals?

UAA Prioritization:

- http://www.uaa.alaska.edu/program-prioritization/index.cfm
- See handout for more examples

Responding to Perceived Threats

Katherine Earley, Director
ESL Institute University of New Hampshire

Contextual Background

- Flagship State University
  - State Legislature cut support for University System of New Hampshire institutions by 49 percent in 2011
  - New Hampshire is 50th in the nation for per-capita funding of higher education
- Increase Revenues
- ESL Institute for 30+ Years
  - Sits in English Department
  - Historically, Summer Program
  - Small – 20~30 students, Mostly Summer
- First Full-time Director, Summer 2012

Contextual Background (cont.)

- Internationalization – University-wide Goal
  - Outside "Partner" ~ November 2010
  - Agreement: Recruit Students at an Advanced level (50 ibt/4.0 ielt/475 ITP)—3-4 semesters
  - 10 year, 5 year Review
- First Full-time Director, Summer 2012
- Summer 2012
  - 50 Students (18, "direct" ESL / 32, "partner")
  - 5 Partner students (15%) enrolled in Intermediate (40 ibt/3.5 ielt/450 ITP) and 27 Advanced
  - 3 full-time lecturers + 1 adjunct

DATA

- Fall 2012
  - 200 Students (33, “direct” ESL / 167, “partner”)
  - 92 New Fall Students; 39 “partner” recruited **enrolled below the agreed proficiency levels - 42%**
  - 13 full-time lecturers + 3 adjuncts

- Spring 2013
  - 213 Students (37 “direct” ESL/ 176 “partner –)
  - 27 New Spring Students – **12 below agreed levels – 44%**

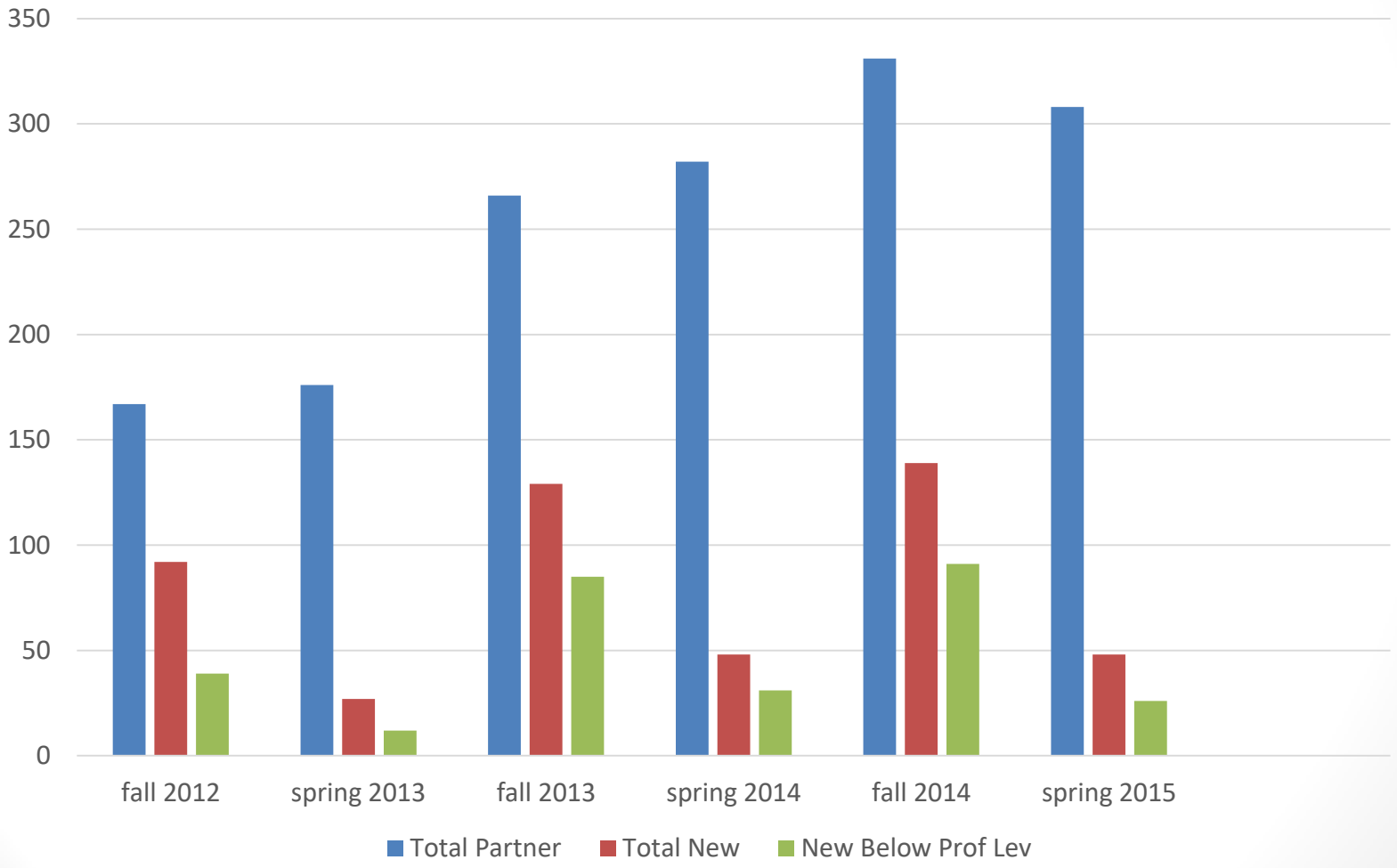
DATA

- Summer 2013
  - 157 Students (30 “direct” ESL / 122, “partner”)
  - 16 NEW Sum students -- **8 below agreed levels – 50%**
- Fall 2013
  - 286 Students (20 “direct” ESL / 266 “partner”)
  - 129 NEW Fall students – **85 below agreed levels – 65%**
- Spring 2014
  - 310 Students (28 “direct” ESL / 282 “partner)
  - 48 NEW Spring students – **31 below agreed levels 65%**

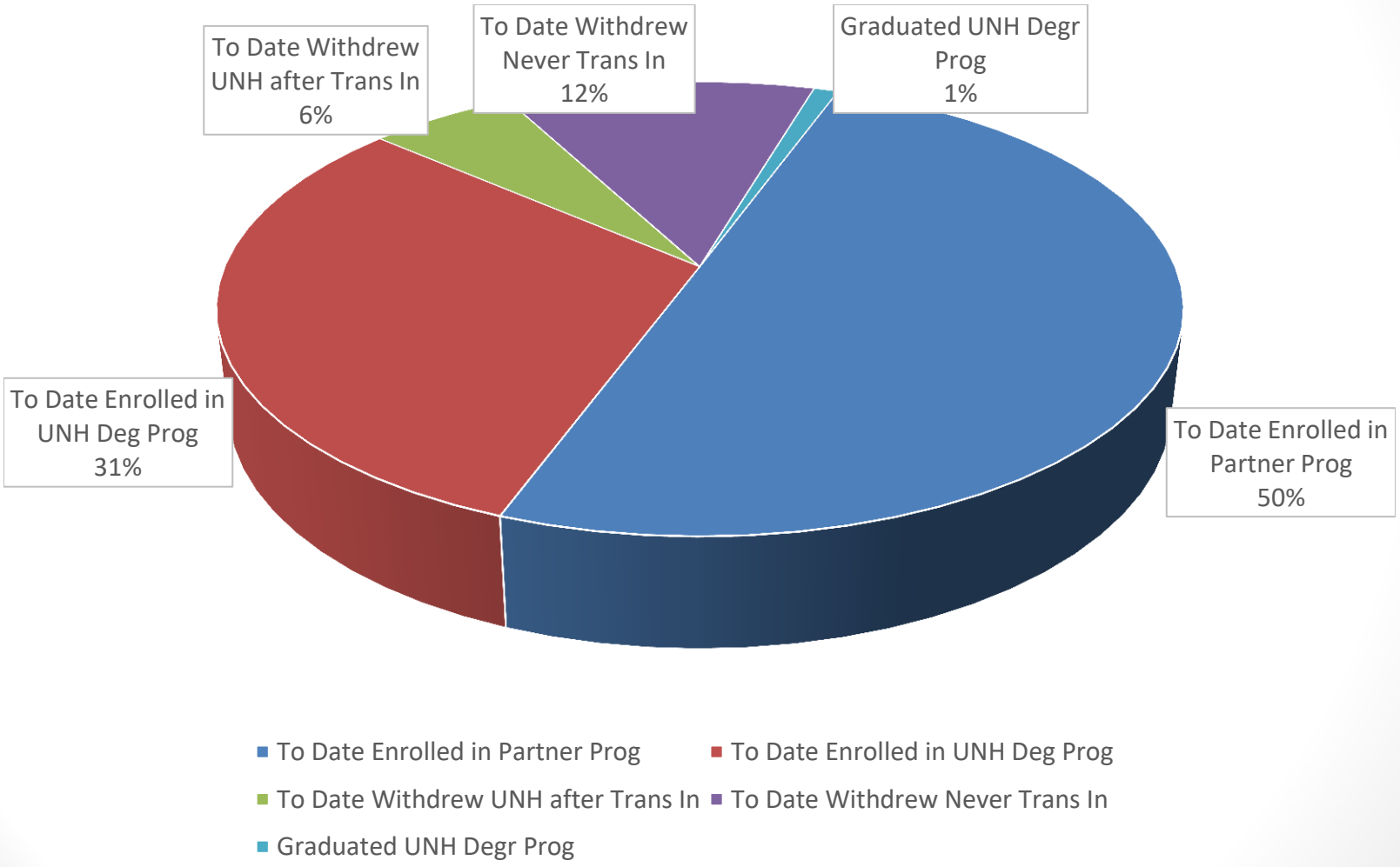
DATA

- Summer 2014
  - 232 students (38 “direct” ESL/ 194 “partner”)
  - 12 NEW Sum – **8 below agreed levels 67%**
- Fall 2014
  - 428 students (97 “direct” ESL / 331 “partner”)
  - 139 NEW Fall – **91 below agreed levels 65%**
- Spring 2015
  - 357 students (49 “direct” ESL/308 “partner”)
  - 48 NEW Spring – **26 below agreed levels 54%**

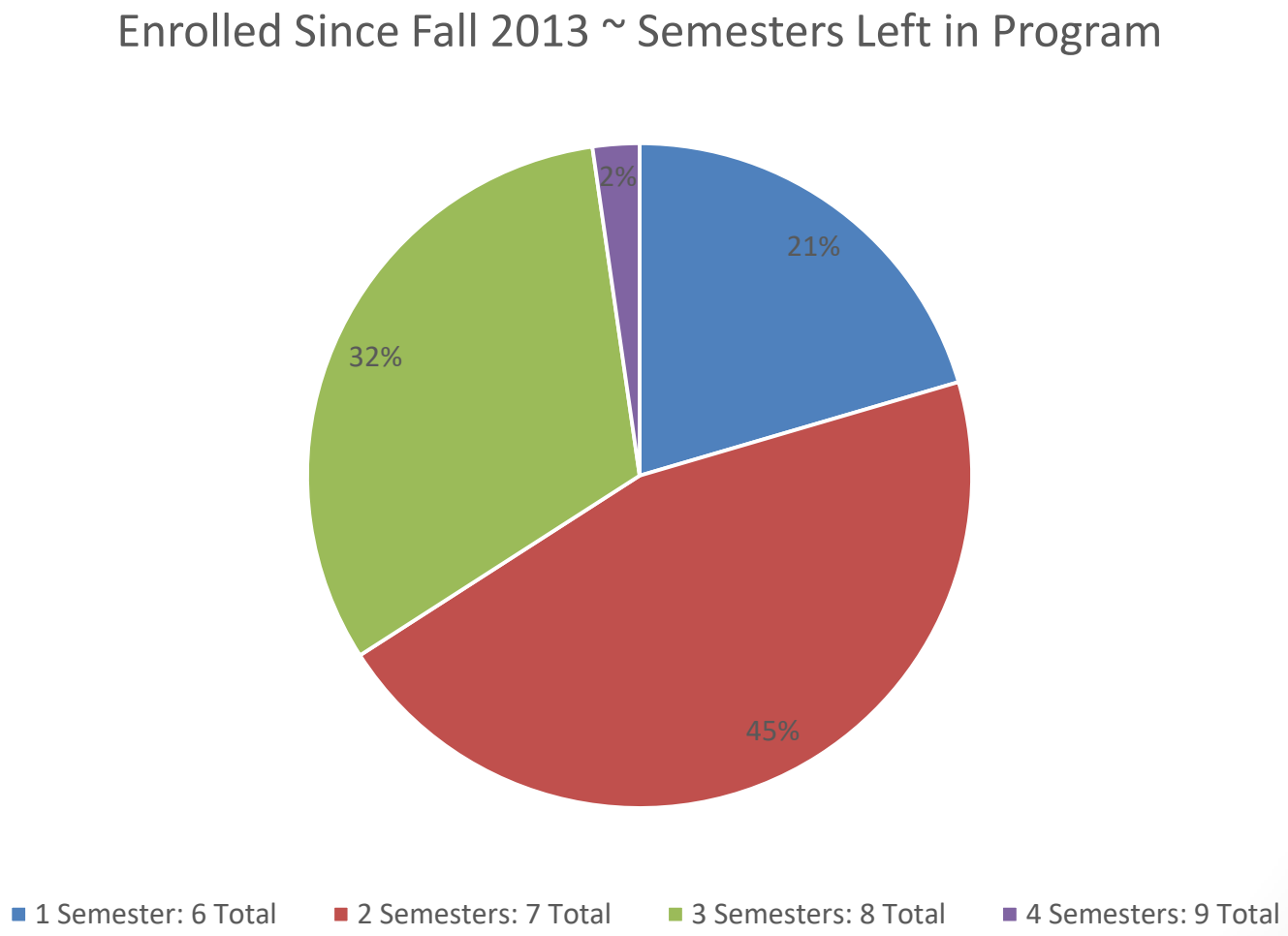
POSITIVES and NEGATIVES



Summer 2011 ~ 615 students have come through the Partner Program



63 of the Current 308: 5 Semesters



Take Aways

- Increased enrollment (30-300) in 3 years
  - Increase in Faculty – 3 FTE in 2012 to 22 FTE 2015
  - Increased Revenue Allows for
    - TAs
    - Internships (6)
    - Curricular Development – Articulation of Courses, Standard Development
    - Administrative Office Staff (admin, work study, part-time student work)

Perceived Threats / Costs

- Reputation
  - Perception among ESL faculty that students are not being given the entire picture
  - All not being admitted to the University, dissatisfaction as we hold tight to academic rigor
- Security of ESL Faculty/Lecturer Positions
  - Will the “partner” usurp positions?
- Profitably vs. Responsibility
  - Concerns of costs and length of time – students in ESL Institute for extended periods of time (25%,5+ …)

Turning a Threat into an Opportunity

Alisha Biler, Coordinator and Sherry Warren, PhD
Director of Academic Bridge Programs at EPI
Writing/Grammar Coordinator
Consulting Faculty, Linguistics Program
sherry@epi.sc.edu
English Programs for Internationals
University of South Carolina

English Programs for Internationals

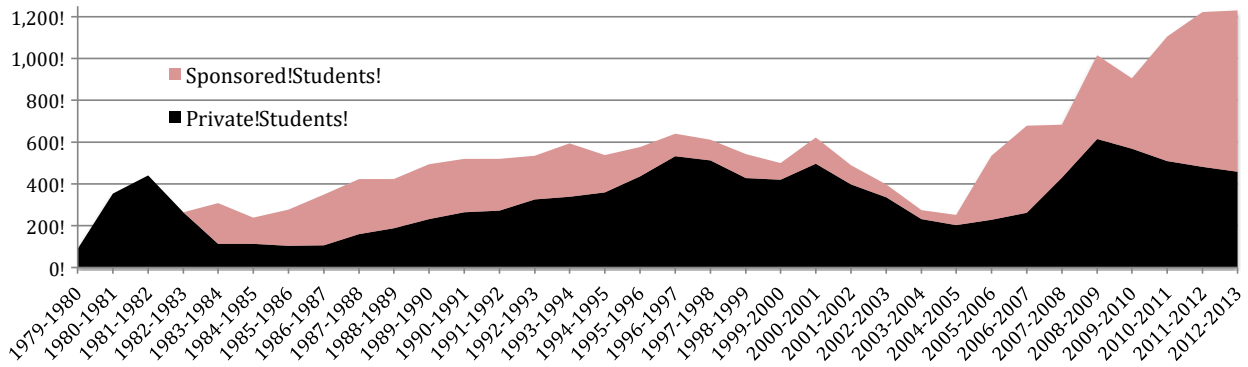
- In operation 30+ years
- Longest CEA-accredited intensive English program **in the world**
- Global network of over 100 agents, embassies and universities
- Provides conditional admission to USC
- Students who matriculate to USC are successful (3.3 GPA)
- Provide ITA testing, professional development, graduate stipends, and countless other services to USC

Response Strategy #1

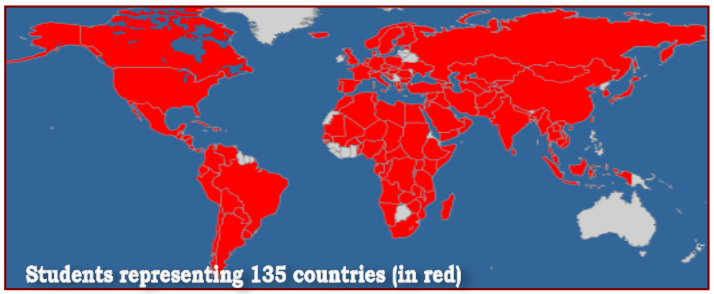
Inform (brag)

English Programs for Internationals (EPI)

USC's ESL program: 30 years +



*Data!for!sponsored!and!private!students!not!available!for!1979>1983.!!Graph!reflects!total!enrollments!for!these!years!rather!than!head!count.!

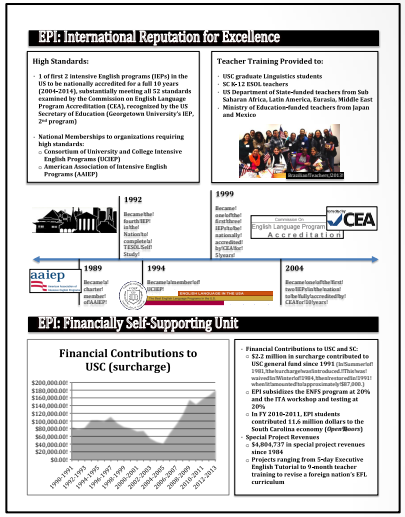


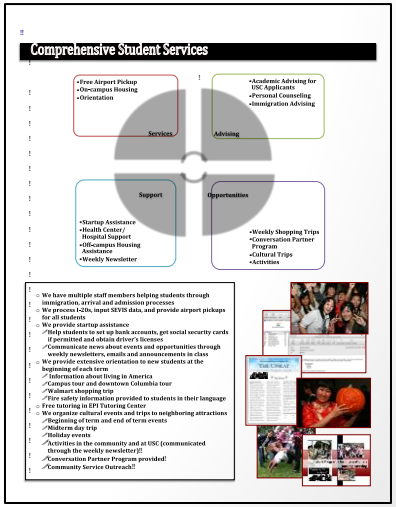
Students to USC:!

- In Spring 2012, former EPI students comprised 39.3% of international USC undergraduates with an average GPA of 3.3.
- The Conversation Partners Program pairs USC students with EPI students for weekly language/cultural exchange.

Network for USC:

- Global network of over 100 agents, embassies and universities
- Students representing 135 countries
- Worldwide ads, in English and other languages, on the Internet and in magazines
  - Usjournal.com
  - Studyusa.com
  - Applyesl.com
  - GuiaEstudiantilInternacional.com
  - IIE
  - AIEF
- Intensive English program of choice for students sponsored by Fulbright, as well as Asian, African, Eurasian and Middle Eastern governments and corporations





1992

Became the fourth IEP in the Nation to complete a TESOL Self Study

1999

Became one of the first three IEPs to be nationally accredited by CEA for 5 years

Commission On English Language Program Accreditation

Accredited by CEA

1989

Became a charter member of AAIEP

aaiep American Association of Intensive English Programs

1994

Became a member of UCIEP

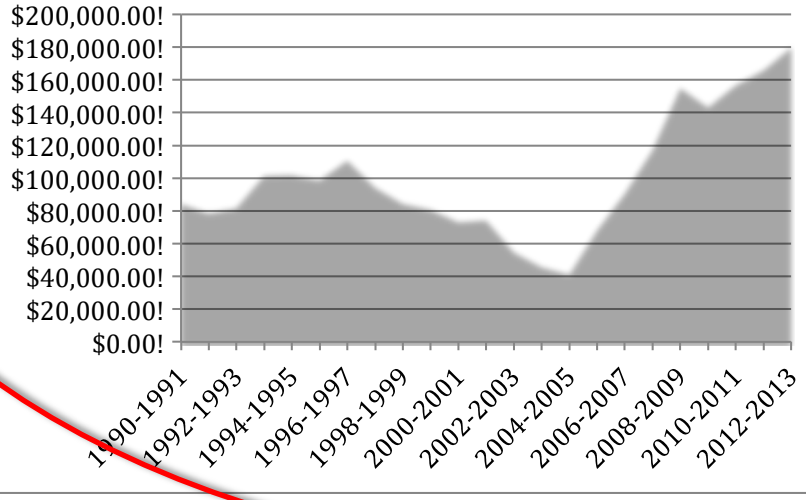
ENGLISH LANGUAGE IN THE USA
The Best English Language Programs in the U.S.

2004

Became one of the first two IEPs in the nation to be fully accredited by CEA for 10 years

EPI: Financially Self-Supporting Unit

Financial Contributions to USC (surcharge)



- **Financial Contributions to USC and SC:**
  - **$2.2 million in surcharge contributed to USC general fund since 1991** (In Summer of 1981, the surcharge was introduced. This was waived in Winter of 1984, then restored in 1991 when it amounted to approximately $87,000.)
  - **EPI subsidizes the ENFS program at 20% and the ITA workshop and testing at 20%**
  - **In FY 2010-2011, EPI students contributed 11.6 million dollars to the South Carolina economy (*Open Doors*)**
- **Special Project Revenues**
  - **$4,804,737 in special project revenues since 1984**
  - **Projects ranging from 5-day Executive English Tutorial to 9-month teacher training to revise a foreign nation's EFL curriculum**

Response Strategy #2

Create a Home-grown Pathway Program

The **Palmetto Pathway Program** provides international students the opportunity to begin their

- Students with relatively high level of English proficiency: *TOEFL iBT ≥ 61* or *PBT ≥ 500* or *IELTS ≥ 6.0*
- Privately-funded native Chinese speakers and foreign government-sponsored native Arabic Speakers.

Summer (3-4c)	Fall Semester (14-16c)	Spring Semester (15-16c)
Semi-Intensive English	**Semi-mainstream**	**Semi-mainstream**
LING Pathway 1 (Intensive English, 8-20 hours pw*)	LING Pathway 2 (6c, 6 hours pw)	ENGL 101B (3c)
MATH (3-4c, supported)	LING 101 (3c, supported)	SPCH 140B (3c)
Key:	CHEM 111/CSCE 190 (1-3c, supported)[@]	HIST (3c, supported)
All PPP Students	ENGR Intro (3-4c, supported)	Major Course (3c, advised)
Engineering Track	CHEM 111 (3c, supported)[@]	MATH 142 (4c, advised)
Non-Engineering track	MATH (3c, supported)	Carolina Core (3c, advised)
*20 hours for 5 weeks; 8 hours during MATH (July)	[@]CHEM 111 Lab (1c) in January	Carolina Core (3c, advised)

Students successfully completing PPP with a cumulative GPA ≥ TBD (Engineering requires ≥2.75; Business requires ≥3.0) will be fully admitted to USC at the end of the Spring Semester.

During the summer and fall terms, students take **Pathway** courses (**LING** schedule code), through which they receive 6-14 hours per week of English for Academic Purposes instruction. LING Pathway 1 and 2 are 3-credit courses that meet the Carolina Core "Global Citizenship: Foreign Language" learning outcome.

In **"B" sections (ENGL 101B, SPCH 140B)**, students receive targeted instruction that meets their unique needs as non-native speakers of English.

Students take two **advised** courses in the spring, which are chosen to complement the student's needs, interests, and academic goals. The advisor will be a PPP staff member.

In **supported** courses, classes are taught as scheduled without modification of the course instructor, content

DRAFT

Response Strategy #3

Retention Strategies

- Conversations over dinner with USC undergraduates
- Speaking/Listening Class Assistants
- Global Carolina Scholars Program

Response Strategy #3

Retention Strategies

Global Carolina Scholars Program

Pilot Program Sponsored
by
English Programs for Internationals

Program Goals:

- **Internationalize** USC Campus
  - *Connect* University-bound EPI students and USC undergraduates
  - *Familiarize* EPI students with USC Campus and encourage their use of facilities
  - *Train* USC undergraduate leaders in cross-cultural communication
- **Acculturate** EPI Students
  - Make EPI students feel *at home at USC* so that they *will not* seek admission at another university
  - *Orient and acculturate* intermediate learners of English at EPI to *USC campus life*
- **Build** Academic Readiness for USC
  - EPI students to *build skills for academic success*
  - *Facilitate and accelerate* completion of the USC Application

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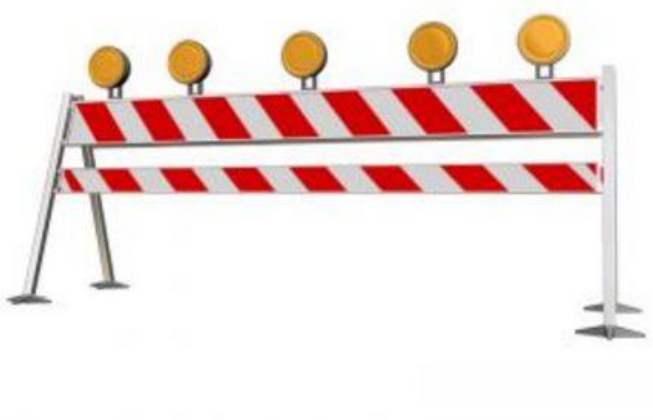
The Reality

Institutional Barriers to International Student Recruiting and Expansion



Our Response
Let's make it work.

- Contacted peers… "What was difficult about this forced transition? What would have made it easier?"
- Constructive communication with upper administration… "We want to make this work."
- Collaborative work
  - Revision of the proposed curriculum
  - Modification of our IEP year schedule
  - Putting meeting decisions in writing for collaborative review

Be Knowledgeable, Be Proactive, Be Fearless: Setting your Program up for Success

Beverley Earles

Mary Wood

English Language Program

Kansas State University

Know your environment

- Know your history, document it, build on it but don't let it limit you.
- Know about your program, know the numbers, know the policies, know the system, and have them at your fingertips at all times.
- Know your superiors, what they want to hear, how they want to hear it and when it is most effective for them to hear it.
- Know your campus: the players in other departments, the current issues on campus, and the needs of your campus.

Be alike not different

- Got approval of ELP curriculum (1986)
- Moved reporting line from Continuing Education (off-campus) to Office of International Programs (on-campus) (1994)
- Repackaged curriculum to match University class scheduling system (1998-2000)
- Moved enrollment services and student records to on-campus system (2000)
- Changed fee types allowing resident rates for ELP classes (2003)
- Redesigned advanced level classes as exit levels at behest of the colleges and departments with letter grades (2010)
- Added a pre-enrollment orientation for advanced student in conjunction with the colleges (2010)
- Integrated ELP budget with International Program 's(2011)

Provide service and support

- Took on SPEAK testing duties Board of Regents' (BOR) mandate (1989)
- Developed ITA training class (BOR) (1991)
- Took on screening of graduate students for Graduate School (1992)
- Provided support for FATA World Bank Grant Special programs for College of Ag (2008 and 2009)
- Became part of an oversight team for Go Teachers program with College or Education and College of Global Education (2012-2013)
- Developed and assumed responsibility for an interview system for J1 scholars in support of graduate programs and the ISSS office

Be proactive but be prepared to wait

- Got resident rates for qualified students in ELP (2003)
- Got provisional admission for undergraduate students (no TOEFL score - EPT as the default) (2003)
- Got 100-level degree credit for all ELP classes (2004)
- Developed a streamlined communication strategy for higher administration (current)
- Developed an ELP strategic plan which interacts with and supports the University 2025 strategic plan (current)
- Explored article by Robert Dickeson (prioritizing Academic Programs and Services) to aid in development of ELPs strategic plan. (current)

Dickeson, Robert C. (2009-12-15). Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance, Revised and Updated (p. 151). Wiley. Kindle Edition.

Make it work and own it

- Handled unprecedented growth due to above changes (2004-2009) (62 students in fall 2004 487 in fall 2009)
- Met mandate from above to submit immediate bid for accreditation (2007) CEA Reaccreditation (2013)
- A higher level administrator pushed to close us down and outsource
- Put together a coalition and helped develop a three department joint TEFL MA degree with graduate level practicum classes in the ELP in support of the World Bank grant for Afghanistan (2008)

Invite people in

- Make and keep yourselves relevant to **others**

  Provide student interaction to satisfy **departmental** needs & **keep it going** (2009-present) **Business/Leadership Studies**

- Increase credibility and rigor - have others come in and norm(2009-present) **English/Education/Business/Speech depts.**

- Provide pre enrollment service to departments for freshmen

- Develop specialized "Crossroads" classes with close, consistent and ongoing input from departments (2012 –present) **Business/Tech. Writing**

Communicate effectively

- Keep the message simple and consistent.
- Don't say "no"; say "yes, but I will need…" or "yes, here's what I can do." Be prepared to negotiate.
- Always ask for more than you can get so it looks like you are giving a concession
- Know how to converse like higher administrators and know what kinds of information they value.
- The unspoken rules are the most important and the most numerous. Those are the ones that you follow.

Have strategies in place

- Don’t have problems; have solutions.
- Don’t resist change; manage it, direct it, manipulate it, exploit it.
- Threats and resistance can also become your opportunities.
- Embrace serendipity.
- Don’t wait until everyone has boarded the train. When you’re ready to move, move. The rest will strive to catch up.
- It is not about what individuals need; it is about what the program needs

Get an outside perspective

- It ain't your program.
- It ain't personal. Don't take it that way. Be professional.
- Don't put something on the table unless you are willing to go through with it.
- Information is power. Share it wisely.
- People may not care. Find a way to make them care. (How does this benefit them).
- **If you ain't having fun, you ain't playing the game correctly.**