

Connecting Campuses: Comparing Language Program Place and Purpose in the University

Cath D'Amico for Languages Canada, February 28, 2017





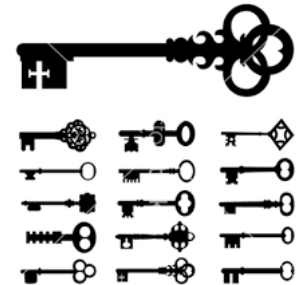
First, Thank you

To the participants of this research, for offering program information and details that allow us to understand one another and hopefully identify ways in which we can all grow, benefit, and improve. Your time and your honesty are greatly appreciated.

Key Takeaways

Comparative analysis of language programs across Canada based on research

Reassurance or commiseration?
Take your pick.



Future research opportunities— what public members want to learn from each other through Languages Canada

A note on research limitations

Survey Gizmo was used to conduct the survey online:
<https://www.surveygizmo.com/>



Responses were not held in the same order throughout the survey, so it was not possible to extend understanding across responses

As such, there is limited opportunity to understand the full context in some areas of the survey

Of course time is always of the essence, which limits the depth and extent to which the information is analysed

Themes

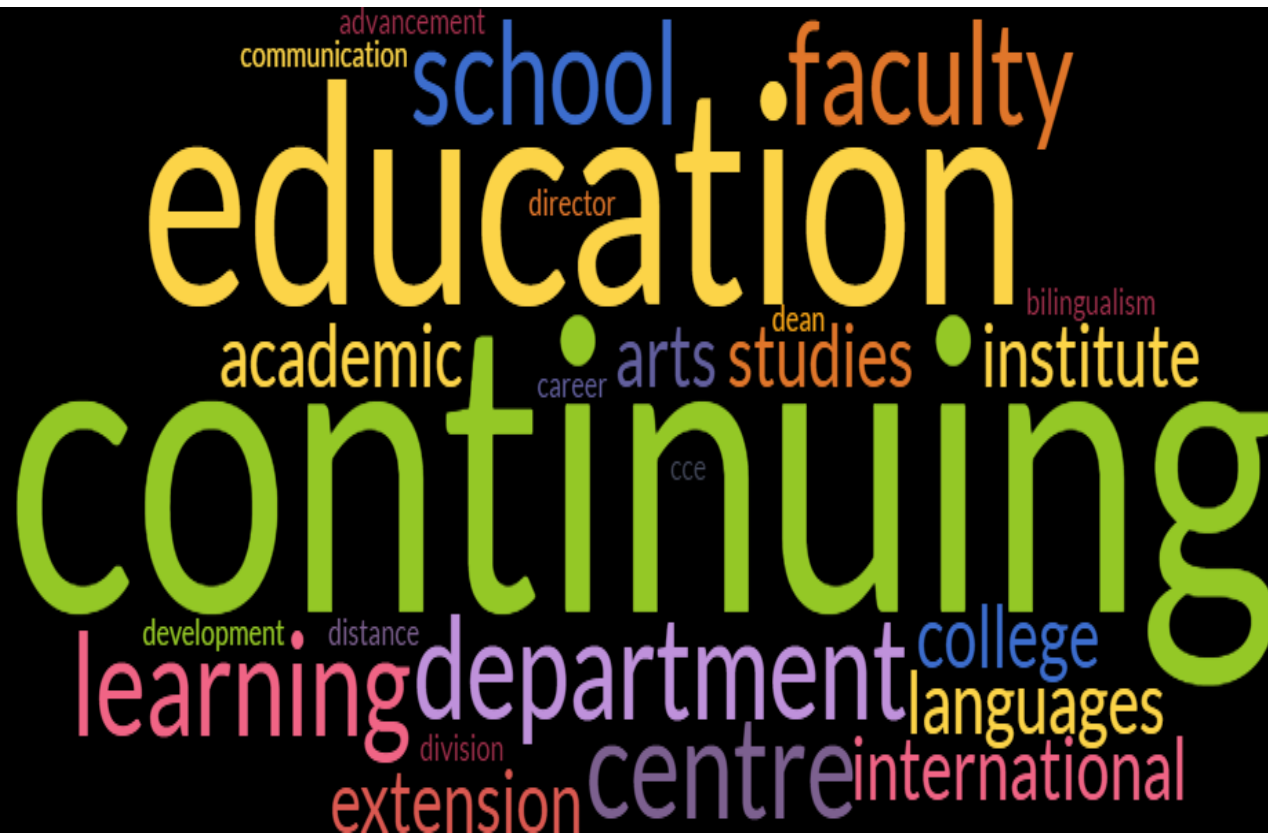
- Structure: program departmental affiliation, reporting lines, leadership
- Recruitment and admissions
- Budget priorities and spending
- Academic Integration across the university
- Future Research possibilities

Structure

Language Programs in the University Framework



Where do we fit into the bigger picture?

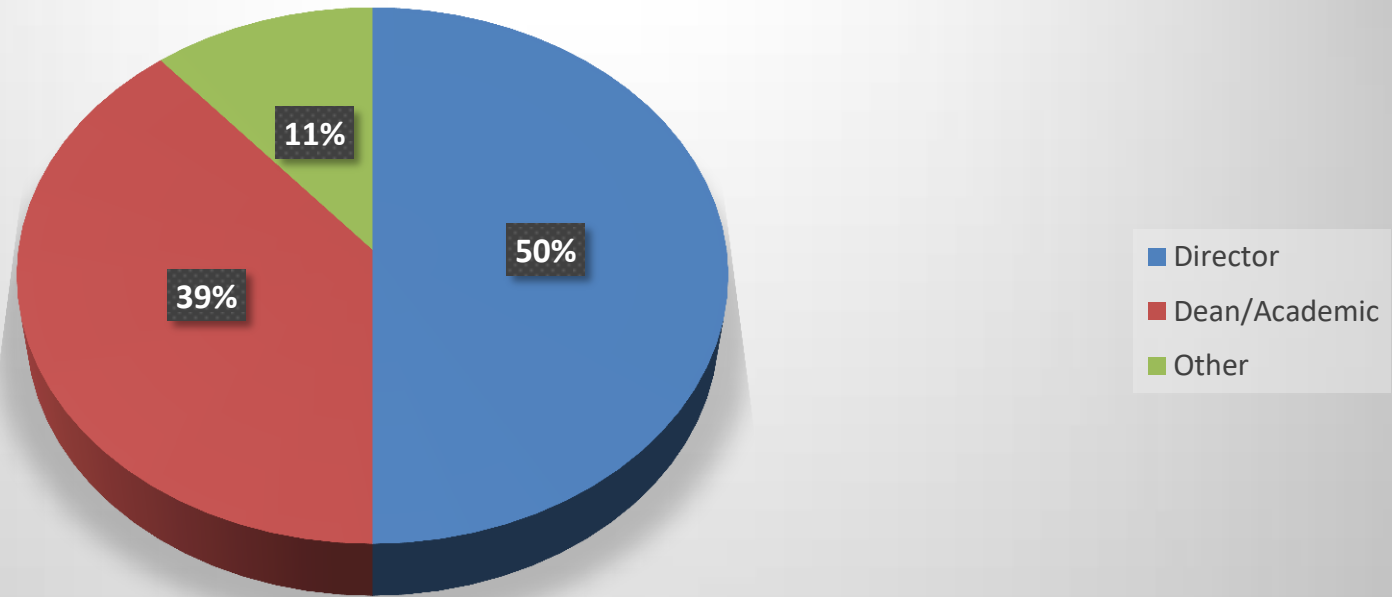


Heading up the language program we have the...



Reporting up to...

Reports to:



Views on current structure

Pros	Cons
<ul style="list-style-type: none"> ▪ Autonomy 	<ul style="list-style-type: none"> • Limited access to services
<ul style="list-style-type: none"> ▪ Flexibility 	<ul style="list-style-type: none"> • Vulnerability and job security
<ul style="list-style-type: none"> ▪ Authority/Expertise 	<ul style="list-style-type: none"> • Not for credit status
<ul style="list-style-type: none"> ▪ Research 	<ul style="list-style-type: none"> • Expectation for revenue generation
<ul style="list-style-type: none"> ▪ Reputation 	<ul style="list-style-type: none"> • Academic focus has limited appeal
<ul style="list-style-type: none"> ▪ Support 	<ul style="list-style-type: none"> • Not fully integrated

“Staff and admin are experts in international and understand the service needs and context...coordinated services means enhanced student experience, advocacy and programming directly benefitting international students.”

“Because we are cost-recovery we need to negotiate access to student services, and are sometimes barred from them altogether.”

Recruitment and Admissions

Coordination, numbers, pathways



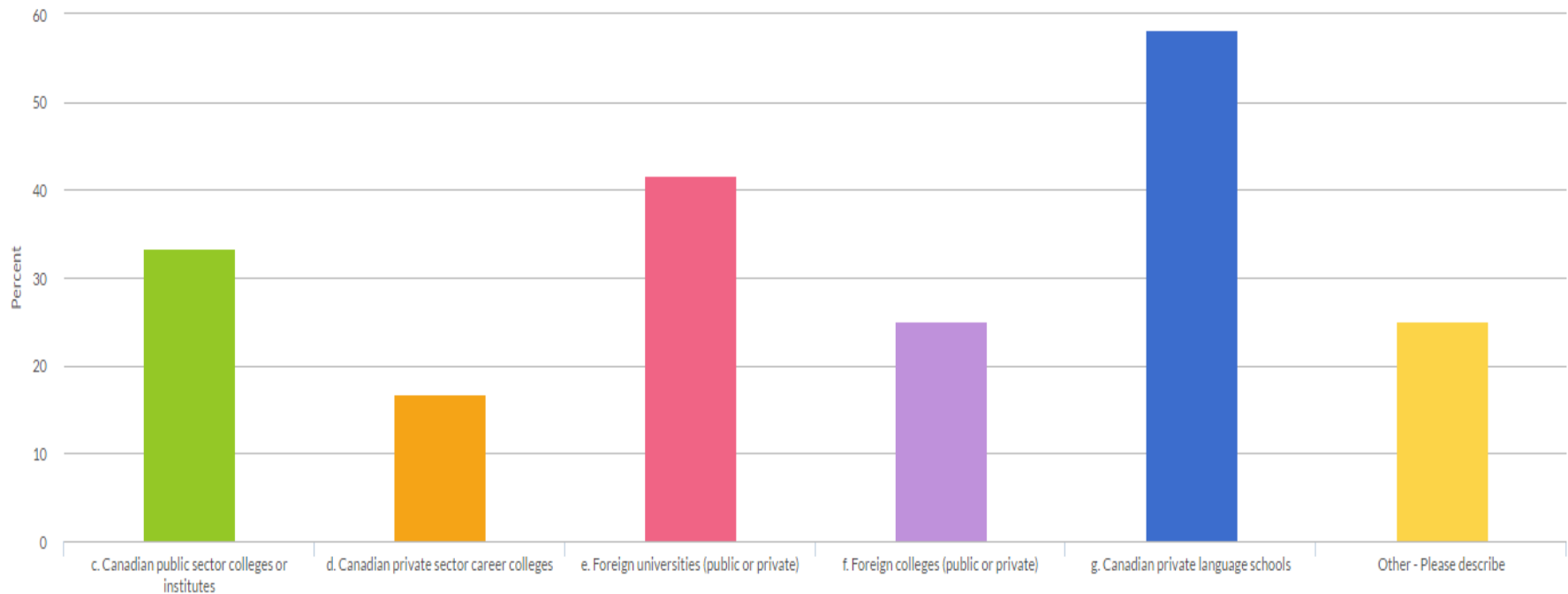
Recruitment

Coordination

- ESL specific recruitment
- International recruitment teams
- Faculty participation in recruitment
- Agents
- Recruitment leadership team (undergrad, grad, language centre)
- “we do it all ourselves”

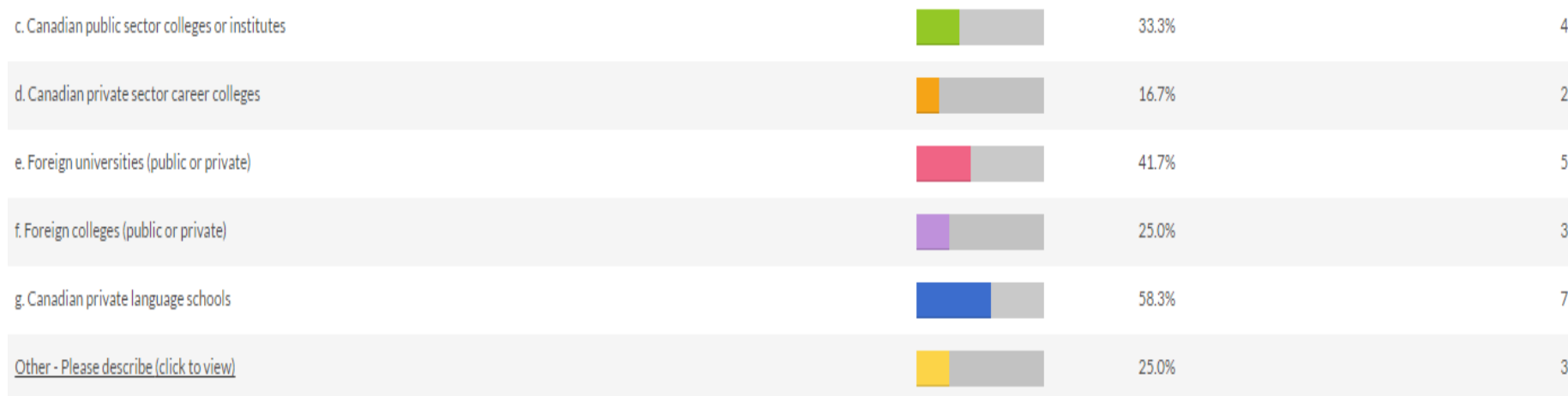


Recruitment from pathways



Other: university transfer agreements
More details on following slide

Recruitment from pathways



Pathways exist with public and private Canadian colleges/career colleges, foreign universities (public and private), foreign colleges (public and private), and Canadian private language schools. In the other category, respondents added transfer agreements with other Canadian universities.

Admissions

How and how many?

- Almost 60% of respondent programs have an individual term student population of 200+
- 12% of programs serve 500+ students per term
- 12% of programs carry 0-50 students per term

- 72-83% of the programs indicated conditional admission processes as the main pathway to the university
- Only 17% issue language program specific admission

Placement in the language program

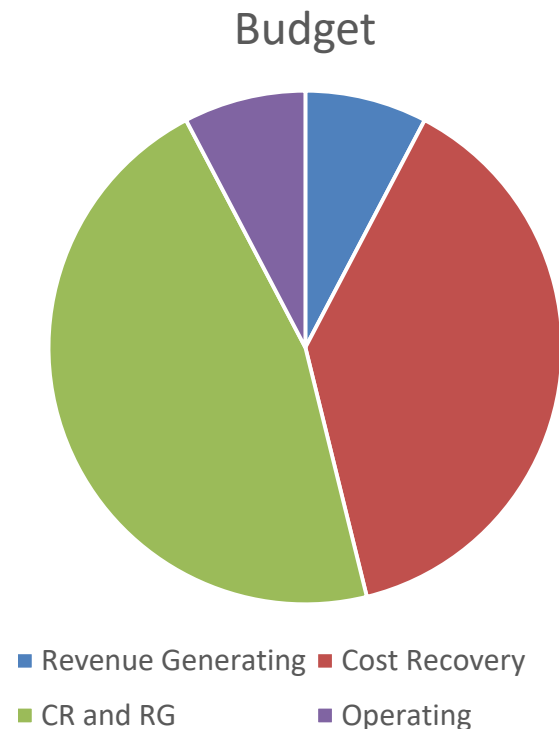
- Nearly all programs consider TOEFL or IELTS
- Conditional offer based on test scores
- Many programs test in-house on arrival (often in conjunction with standard test scores)
- Some programs also consider CAEL, Cambridge, Oxford, Canada Language Benchmarks, and Pearson Test of English

Budgets

Show me the money



Budget: Operating, Ancillary, Cost Recovery, Revenue Generating?



- Most programs are expected to produce revenue for the university
- Some cost recovery and operating still have revenue expectations

Contribution Expectations (to the university)



- Some programs indicate a set percentage contribution ranging from less than 5% to as much as 44% of the program revenues
- Most contributions range from 2% - 8%

Question: What happens to the amount left after contribution: reinvested/carried over? Turned over as additional revenue?

Budget portion dedicated to salaries

- Language programs are service units, so there are high salary costs
- 13 of the 18 participating programs answered this question; of the 13 responses, 2 did not know the expense amount (%)
- Most programs indicated salary expenses as 75%-90% of their expenses, with some up to 100% and 35% being the lowest portion

Who determines the budget?



Generally, the head of the program proposes a budget and it gets approved by senior administration.

Where does the recruitment budget come from?

- 56% of language program responses indicate that the recruitment budget is taken from their program budget
- 25% are provided budget resources (funds) from the university
- Approximately 20% have a shared cost structure for international recruitment

Academic Integration

Does it transcend pathway mechanics?



Forms of Integration

- Bridging or pathway (67%)
- No academic integration (17%)
- Through intentional programming (17%)
- 10/16 programs do not allow credit course study during language study, despite conditional admission

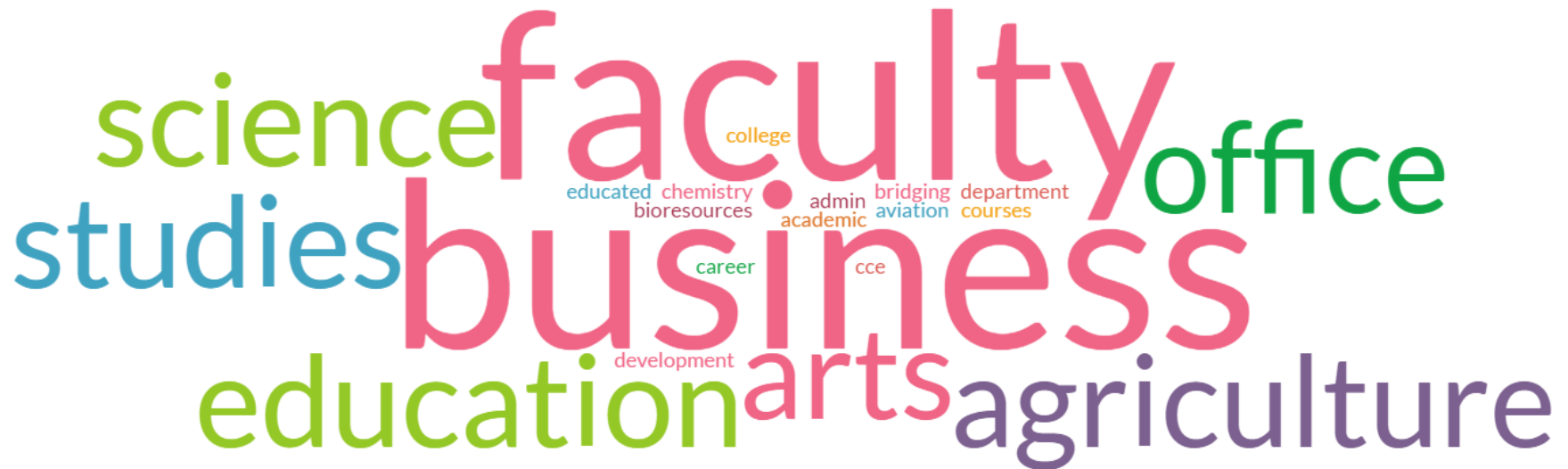
Integrated Programming

“Our BASE program is integrated in a number of ways, Eg. Chemistry labs, robotics league, leadership workshops, etc.”

“We have developed program partnerships with Concurrent Education, French Nursing, Outdoor Adventure Leadership, Writing Assistance.”

“Programming led by our ESL program includes all students and integrates ESL learners with academic programs and departments.”

Partner Departments



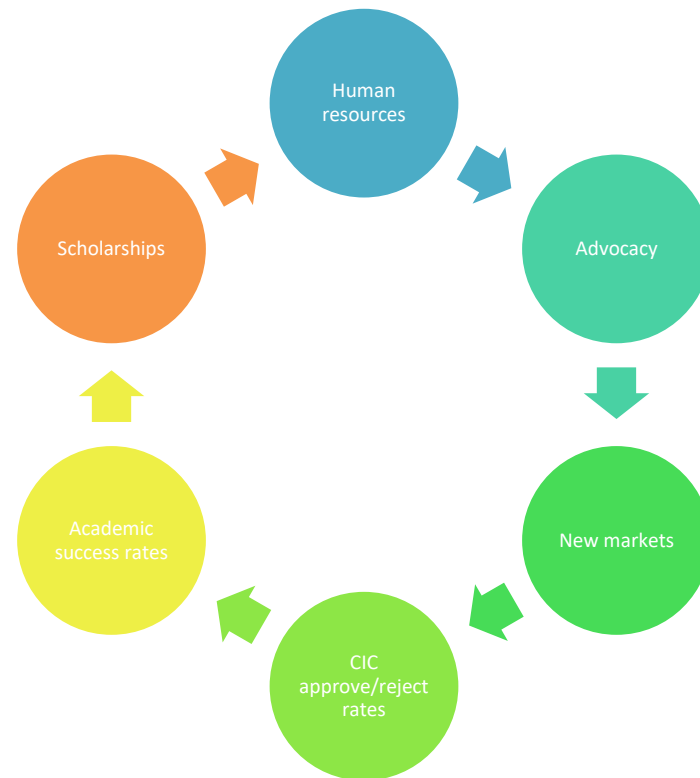
Note: these partnerships may represent departments which are part of a conditional admission pathway, in addition to actively engaged departments partnering for integrated programming opportunities.

Future Research

Opportunities for prospective exploration



Future research opportunities



Questions?

Thank you



CHALLENGE THE WAY YOU THINK