ACADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW

DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college: College of Education
Name of department/program: Teaching English to Speakers of Other Languages TSOL
Date: May 9, 2016

Introduction

As the school/college reviews and builds out data sets provided by the university, it will also solicit, in a manner appropriate to the organization and culture of that school/college, the information needed from departments or programs for well-informed analysis and recommendations. Such material falls into two categories:

1. Workload and operations information that is held (or largely held) within the department/program rather than the school/college or central university data sources, such as faculty service performed within the department/program.
2. Information, perspectives, and concerns that the department/program believes should be considered as part of the broader review, such as challenges inherent to teaching within a particular discipline.

The questions below reflect the baseline information that meets the criteria above. Schools and colleges should feel free to add to these questions as appropriate. Please note that this template is part of the Workload and Operations phase; each department/program will have another opportunity to provide information relevant to the Portfolio Review.

Department/Program Review

Please address the questions below and add whatever information deemed relevant to this process.

To the extent that this information is not already available in the template for your school or college, advise regarding the parts of the workload for your faculty not captured by course load and credit generation measures. In particular, if there is any research/scholarship/creative work or service that distinguishes the contributions of the faculty in this department or program from others in the school/college and university, please describe it.

Response:
Responsibilities for program coordination including admissions, orientation, curriculum, assessment, budget, advising and other roles related to program management have been shared for last three academic terms between one tenure track and one full time lecturer. These duties will be assumed by on full time faculty member in AY 16-17.

Is there information that needs to be considered as a part of an analysis of the "teaching productivity" of the department or program? Are there differentiators in the kinds of instruction taking place or the population of students being educated that impact the ability of faculty to generate credit hours?

Response:
Approximately 30% of TESOL students are international students or recent immigrants. This fact translates to increased advising time for such students explaining program of study, university and college systems, program handbook, university policies and procedures. While such students may have met minimum requirements for English language proficiency, they frequently request assistance from advisor regarding writing quality and recommendations for improvement.

What unrealized opportunities do you see? Are there ways that the contributions of the department/program to the mission and financial health of the university could be improved?

Response:

What particular constraints or challenges does the department/program face?

Response:
Comparatively, SU has lower enrollments of international students (with the exception of business school).

TESOL and foreign language faculty/graduate students often go to the same conferences and read the same professional journals and books. Collaboration between the two groups is common on campuses with graduate programs in both departments/divisions. Given the undergraduate only Modern Lang Department at SU, there has not been much collaboration between us and the Modern Lang Department.

It is also quite common for a TESOL graduate program to work with the ESL (intensive, EAP, or bridge and culture) programs on the same campus. Our TESOL program has collaborated with the SU ESL program, the ELLC, for several years, to the advantage of both sides. However, ELLC is still a bit small in size, and the collaboration has been mainly for us to provide tutors for ELLC students. I believe there is potential for several other possibilities, once ELLC has more faculty members and enrolls more students.

Is there anything else you would like to put on the record?

Response:
TSOL by nature is an international profession. For example, The US does not have a national TESOL association. The TESOL association headquartered in Virginia is an international organization, not a national organization. As a result, TSOL programs thrive when recruiting not just locally or regionally, but internationally.

Seattle University could improve the campus climate in regard to recruitment and retention of international students (i.e. financial aid, scholarships and assistantships).