Executive Summary: Multilingual Student Task Force Report 2015

Task Force Charge (Spring 2015):
Review the full range of support currently available to multilingual students and provide recommendations on how to respond to future growth.

- Evaluate writing, speaking, listening and reading skills support;
- Include statistics on usage of Centers;
- Determine faculty development needs; and
- Prepare a final report to be presented to the Provost and Faculty Senate.

Centers of Support for Multilingual Students:

Multilingual Task Force Findings:
- Our existing faculty and student support resources do not meet the current needs of our diverse multilingual students.
- Projected enrollments suggest that, by 2020, Mason will be serving nearly 7,300 multilingual undergraduates, and by 2025, over 8,500 multilingual undergraduate students.
- The network of programs/units that serves multilingual students at Mason requires stabilization of current funding; increased university-wide, cross-curricular planning; and future funding to prepare for growth in multilingual enrollments.

Recommendations to the Faculty Senate:
- Create a Council on Multilingual Student Success, comprising directors or representatives of the academic support centers named above as well as representatives from the faculty at large and from supporting organizations in Student Life, and charge it with coordinating the design, funding, and assessment of services to support multilingual students at Mason.
- Strongly support our request that substantive, continuing funding in support of multilingual students’ academic success be directly linked to projected overall growth in and tuition revenue from international student enrollments.
Funding Needs: Types
Funds should be allocated to the supporting organizations and/or to the newly created Council, sufficient that the Council’s work and recommendations can result in continuing improvements to academic support for Mason’s multilingual students.

- **Direct student resources support**: Offering classes and tutorials to support students with varying English language needs (writing, speaking, listening, and reading)
- **Faculty development support**: Enhancing the teaching of linguistically diverse students to support their learning and success across the curriculum
- **Administrative support**: Enabling directors of key programs to lead specialized curriculum and faculty development efforts
- **Centralized, collaborative oversight**: Prioritizing, synchronizing, and assessing efforts across the network of multilingual education programs at Mason

Funding needs: Amounts

- To maintain current services, we recommend identifying sources to stabilize funding for $216,428.00 per year
- To *expand* student, faculty, and administrative support to meet current, but unmet, needs (e.g., limit waiting lists at the writing center, provide adequate faculty development support), we recommend identifying funding sources for $484,005.00 per year

This recommended funding provides integration of services, clear leadership and assessment, and adaptability. Any allocated funding will need to grow at a rate commensurate to the rate of growth of the student body.

Funding needs: Timing
Funding needs at any of the suggested levels for any of the programs are immediate. However, the timing of this report—with FY 2016 unit budget plans expected to be completed by November 18, 2015—puts all collaborating programs at risk of having to wait until FY 2017 to begin their work unless some other accommodation can be made.
Multilingual Task Force Report
November 2015

Mason’s Internationalization Strategy

Overall international student enrollment growth is a strategic priority for Mason. We see this goal highlighted in the 2014 Strategic Plan, in Ángel Cabrera’s acknowledgment of the 2015 incoming class as our “largest and most diverse,” in the 2014 partnership with INTO University Partners, in the founding and expansion of the Mason-Korea campus, and in the recent proposal to lower international students’ incoming TOEFL requirements. Together, these initiatives positively commit us to being a university “for the world.”

Given Mason’s strategic commitment to international enrollment growth, the Task Force on Multilingual Students has been charged by the Faculty Senate to “review the full range of support currently available to multilingual students and provide recommendations on how to respond to future growth.” In our view, supporting the academic success of the international and other multilingual students who choose to study at Mason represents an ethical and integral component of this growth strategy.

We can anecdotally report that increased international enrollments have led to many positive impacts, including increased access to a Mason education, greater cultural and linguistic diversity in the classroom and a wider, global perspective among student populations. Further, internationalization has heightened Mason’s global reputation and fostered more opportunities to work with high-achieving students with diverse technological and content expertise.

In this report, we identify strategies that support all of Mason’s diverse multilingual students. Such strategies also realize key elements of the 2014 Strategic Plan, in which we commit to educating students who will “thrive in a global context” in part by “strengthen[ing] pathways for international students.” In order to account for the ways in which international student recruitment and retention affect our overall enrollment targets, the Task Force on Multilingual Students emphasizes the importance of a comprehensive plan that spans recruitment to graduation and that pays particular attention to multilingual student needs.
International and ESL/Multilingual Students at Mason

Our task force discussion grew from the plans to increase Mason’s international student population from 7% to 14% in the foreseeable future, through a variety of approaches: lowering the TOEFL admissions requirements, growing the INTO Pathways student population, and continuing to recruit new, transfer, and graduate international students.

In addition, our recent research confirms the degree to which Mason’s current student population is enhanced by resident students from multilingual backgrounds. Of 463 English 302 students (17%) surveyed in April 2015, 29% reported a first or home language other than English (see Appendix C).

Similarly, in Spring 2015, 41% of the students enrolled in COMM 100 and 101 reported that they spoke a language other than English as their first and/or current home language, which suggests that the proportion of students who speak a language other than English as their first language might be even higher for our first-time freshmen. Of COMM students surveyed, 10% of were L2 international students (includes students enrolled in INTO-Mason and Mason-Korea), and 31% identified as “Generation 1.5” (resident multilingual) students.

For the purposes of this report, we have tried to use conservative estimates. We have estimated that 25% of Mason’s student body is multilingual, that we will add 7% international students by 2025, that 65% of Mason’s student population is and will continue to be undergraduate, and that we will grow as a university to 40,000 students by 2025 (en route to a predicted 45,000). From these assumptions we can predict, for instance, nearly 7300 multilingual undergraduate students by 2020 and over 8500 by 2025. (For more on these calculations, see Appendix A.)

A limited, single-site, and/or widely dispersed approach will not support a university dedicated to internationalization on this scale; dedicated to the growth, retention, and success of diverse multilingual students; and dedicated to a culture of writing and communication support that fosters the well-being of multilingual students, across and outside of the curriculum. There is no “typical Mason ESL student” with predictable needs: they enter our curriculum from multiple streams, with wide-ranging backgrounds and goals, and at various points in their undergraduate and graduate careers (see Appendix B). Mason has made leadership in educating these diverse students a signature goal, one that cannot rely on a single approach: our students will be best served by an integrated network of support structures.
Teaching ESL/Multilingual Students

The fields of composition/rhetoric, communication, linguistics, ESL, and education have provided us with crucial information about the challenges and beneficial approaches for educating ESL/multilingual students across the disciplines. We know, for instance, that students benefit from a network of assistive strategies, beyond help with their writing, that are provided at multiple points throughout the curriculum, including—but not limited to—writing support (See Appendix J).

A vast body of research in the field of ESL/Second Language Studies suggests that:

- Second language acquisition is an uneven, lengthy and **multimodal developmental process** involving increasing comprehension and production of spoken language as well as reading and writing skills.
- ESL/Multilingual students’ **linguistic needs evolve**; no single course or set of language courses will “eliminate” the need for future support.
- **First language proficiency/literacy** affects second language proficiency/literacy.
- There is a **language threshold** below which second language writing is not successful.

This research supports our understanding that a single-point approach to language support will not adequately address the needs of diverse learners pursuing a range of language competencies.

Research conducted at Mason suggests that faculty have common pedagogical concerns when it comes to teaching ESL/multilingual students. In general, faculty struggle with:

- **Evaluating ESL/multilingual students’ written products**: giving feedback on student writing, providing strategies for avoiding plagiarism, utilizing on-campus resources for writing/grammar tutoring
- **Fostering ESL/multilingual-domestic student engagement**: facilitating out-of-class collaborative group projects, in-class small group work, and full class discussions
- **Gauging and supporting ESL/multilingual students’ comprehension of lecture and class discussion**: interpreting unresponsive expressions, quietness, and nodding heads; addressing students’ lack of questions or too many “fundamental” or “background questions;” clarifying students’ use of “empty” vocabulary/term usage; avoiding idiomatic/cultural references
- **Gauging and supporting ESL/multilingual students’ comprehension of readings**: providing policies regarding translation devices for annotations or note-taking, interpreting comprehension of course content, reading “through the language” to assess understanding of key concepts
In addition, research conducted at Mason has shown that experienced faculty often face specific pedagogical difficulties and desire particular forms of support. Select research findings include

- Compared to teaching native English students, teaching ESL/multilingual students is more demanding and time consuming.
- Over half of faculty teaching writing in the disciplines are “somewhat” or “not very” confident in teaching ESL students. (See Appendix C)
- Over three-quarters of ENGH 302 faculty are “somewhat” or “not very” confident supporting ESL students. (See Appendix C)
- Faculty desire mentorship opportunities with colleagues who are experienced working with ESL students.
- Faculty desire workshops on providing ESL/multilingual students with effective written feedback.
- Faculty want/need to provide students with explicit instruction about writing conventions and expectations, but feel they lack grammar knowledge/expertise to do so.

This research supports our understanding that coordinated faculty development is a welcome and necessary element of institutional support for multilingual students.

Beyond educational development support, some programs may need to engage in targeted hiring to recruit candidates with experience and preparation in teaching multilingual students.

Serving Mason’s Multilingual Students Through a Stable Network of Resources

Discussions about how best to support our multilingual students began two years ago with the INTO Mason “Global and Multicultural Competency” and “Faculty and Advisor Development” Working Groups. However, our conversations took on a sense of urgency last spring with the concerns provoked by the writing center’s data: 950 students were on a waitlist to see a tutor in 2014-15, a majority of them coming from multilingual backgrounds. Our additional research has helped us see that to form a sustainable network of support for students from diverse language backgrounds, we need more than just a fix for the writing center.

The task force has identified four necessary components for supporting learning for our students:

- **Direct student resources support**: Making classes and tutorials available to multilingual students with varying English language needs (reading, writing, speaking, listening)
• **Faculty development support**: Enhancing the teaching of linguistically diverse students to support their learning and academic success across the curriculum

• **Administrative support**: Enabling directors of key programs to lead and supervise specialized curriculum and faculty development

• **Centralized, collaborative oversight** to prioritize, synchronize, and assess efforts across the network of multilingual education programs at Mason

Moreover, we know that successful, university-wide, cross-disciplinary student support programs (such as WAC and OSCAR) thrive when we have

• Stabilized, long term planning and funding;
• Well-defined opportunities for innovation and growth; and
• Support for leadership and for collaboration across programs.

Thus we recommend that the Faculty Senate create and press for the financial backing of a Council on Multilingual Student Success. The Senate could create one of the following:

• A basic Council, with a specific charge and clear reporting lines, that could help stabilize and coordinate the efforts of many programs and centers across campus, and advise Mason’s leadership about new strategies.
• A Council with a more robust charge supported by significant funding which would be able to help prioritize and channel annual funding to innovative projects (similar to OSCAR’s Scholarship Development Grants), oversee research into faculty and student needs, and coordinate an assessment approach.

Through an intentional, collaborative leadership approach we can work to ensure the success of our increasingly multilingual student population and become a model and leader in the national conversation.

Our proposal below estimates varying levels of support for complementary programs in the multilingual student support network, phased in across five years depending on core priorities:

• The funding and coordination that is needed to **stabilize current** services, which are often funded through ad-hoc arrangements rather than predictable funding sources (and which are currently not sufficiently reaching the students and faculty with demonstrated need)
• The funding and coordination that will allow **near-future expansion** of student academic support, faculty development, and program oversight to try to fully meet the current needs of the community
• The funding and coordination that would enable **long-term realization** of the vision for comprehensive internationalization at Mason
While it is possible to fund a single element of the supporting programs noted below, the committee strongly recommends a networked approach that enables true university-wide support for this growing community of students and our larger internationalization goals.

<table>
<thead>
<tr>
<th></th>
<th>Stabilize Current Resources</th>
<th>Expand to meet 2017-2018 needs: Current Resource Funds (col. 2) plus...</th>
<th>Expand to meet 2025 needs and beyond: 2018 funds (col. 3) plus...</th>
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</thead>
<tbody>
<tr>
<td><strong>Writing Center</strong></td>
<td>$51,000 / year</td>
<td>$37,541 / year for tutors</td>
<td>$37,541 per every 1000 new appointments</td>
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<tr>
<td>(See below and Appendix D)</td>
<td></td>
<td>$73,205 / year for specialist Asst. Dir.</td>
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<td></td>
<td></td>
<td>Funding for larger site and equipment</td>
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<tr>
<td><strong>Composition</strong></td>
<td>$60,180 / year for housing Asst. Director w/ released time in English</td>
<td>$11,500 / year for Assistant Director release and summer</td>
<td>$2,000 / year for online faculty development</td>
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<tr>
<td>(See below and Appendix E)</td>
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<td>$6,000 / year for faculty development</td>
<td>$132,500 for two specialist FT/NTT faculty</td>
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<td></td>
<td>$3,000 / year for faculty development</td>
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<tr>
<td><strong>INTO Mason Outreach and Learning Resource Center</strong> (See below)</td>
<td>$46,500 / year for GPA and Wage LRC Specialists</td>
<td>$17,000 / year for LRC Specialist per 1,500 multilingual students</td>
<td>$17,000 / year for LRC Specialist per 1,500 multilingual students</td>
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<td></td>
<td>$28,339 / year for (0.25 FTE) Associate Director (faculty outreach activity)</td>
<td>$21,578 / year for LRC Coordinator (Test administration for speaking [GTAs] and writing [for colleges] and student-facing outreach activities [e.g., workshops, coordination of tutoring services])</td>
<td>$28,339 / year for scaled-up (0.50 FTE) Associate Director (faculty outreach activity)</td>
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<td></td>
<td>$9,500 / year for English language speaking and writing tests, administration and scoring/reporting</td>
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<tr>
<td><strong>Communication</strong></td>
<td>$8,515/year BCD course releases and summer stipend to accommodate current workload</td>
<td>$9,000/year for faculty development</td>
<td>$86,515/year to hire tenure-line ML Assistant BCD</td>
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<tr>
<td>(See below and Appendix F)</td>
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<td>$8,083- $20,000 /year for admin. support</td>
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<tr>
<td>ML Students Task Force</td>
<td>Speech Lab/Communication Center (See Appendix G)</td>
<td>Writing Across the Curriculum (See below and Appendix H)</td>
<td>Center for Faculty and Teaching Excellence (See below and Appendix I)</td>
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<td></td>
<td>● Dedicated space</td>
<td>● $9,394/year return GRA funds diverted to increase Assistant Director’s Base Salary Increase from GRA funding</td>
<td>● $0/year</td>
</tr>
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<td></td>
<td>● $5,000-$8,000 for One Button Studio Equipment in Speech Lab/Communication Center space</td>
<td>● $6,000/year for faculty workshops</td>
<td>● $6,500/year for ML pedagogies event (w/speaker) in spring semester</td>
</tr>
<tr>
<td></td>
<td>● $26,508-$73,205/year for a Comm Center Director</td>
<td>● $5,000/year for online resource development</td>
<td>● $21,000/year for Faculty Learning Community</td>
</tr>
<tr>
<td></td>
<td>● $59,016/year for GTAs and peer tutoring staff</td>
<td>● $5,170 to bring AD base-salary to national market-level</td>
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<td></td>
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<td>● $1,500/year for needs assessment</td>
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<td></td>
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<td>● $5,000/year for online resource development</td>
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*Salary figures for new GTA, Term, and Tenure positions include fringe costs. GTA position salaries include fringe costs but not health insurance.*
**Writing Center**

*Susan Lawrence, Director*

Staffed by 1.5 graduate assistant directors, 20 - 25 graduate tutors (including 3 ESL specialist tutors), and 10 - 15 undergraduate tutors.

**Supports students now via:**

- 7000 - 8000 appointments annually; 4800 with multilingual writers
- ESL Opt-In tutoring program enrollment of 40 students (60 appts./week)

**To maintain current support, needs**

- Current budget + stable funding for 3 ESL specialist tutors ($51,000)
- With no ESL specialist tutors, the center loses 1000+ appointments, ESL Opt-In program

**To maintain current support + cover 950 waitlisted appointments in 2014-15 with trained and supervised tutors, needs additionally**

- Larger main location to support additional staff and sessions
- 2 more graduate tutors ($34,000)
- 2 more peer tutors ($3541)
- Administration to support increased capacity (full-time asst. director with TESOL expertise, $73,205 for new 12-month term line)

**For each 1000 additional appointments:**

- 2 graduate tutors ($34,000)
- 2 peer tutors ($3541)

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**INTO Mason Outreach and Learning Resource Center**

*Nicole Sealey, Academic Director*

Staffed by Associate Director of English Language Programs and 2 LRC Specialists

**Supports students now via:**

- 200 English language tutoring appointments annually through the Learning Resource Center; (75% Academic English; 12% Undergraduate Pathway; 7% Graduate Pathway; 7% Graduate Teaching Assistants)
- 100 SPEAK tests for international graduate teaching assistants and 50 writing placement exams for the colleges administered annually through the Learning Resource Center ($9,500)
- Leadership and faculty development support from Associate Director of English Language Programs ($28,339)
To maintain current support, needs:
- Institutional contribution to funding to 1.5 additional Learning Resource Center Specialists to support non-INTO Mason students ($17,000 / year / each)
- Institutional contribution to outreach activity in the form of a buyout (0.25 FTEs) for Associate Director of INTO Mason English Language Programs ($28,339)

To maintain current support + reinstate language support formerly provided by ELI
- Language Resource Center Coordinator to administer tutoring program, deliver graduate workshop series, coordinate conversation partners group and administer SPEAK testing ($21,578 / year)
- Increase one LRC Specialist for each 1,500 multilingual students ($17,000)
- Increase institutional contribution to outreach activity (0.50 FTEs) for Associate Director of INTO Mason English Language Programs ($28,339)

Composition Program
Jessica Matthews, Director
Staffed by Associate Director, INTO Mason Multilingual Assistant Director, and 80-90 graduate TAs and faculty each semester

Supports students now via:
- 7-8 sections/year of English 100 for self-selected direct-admit international students
- 5-8 sections/year of English 121-122 for INTO Pathways students
- 4-8 sections/year of English 123
- 6-8 sections/year of English 101 at Mason Korea
- All other multilingual students enrolled directly in English 101 and English 302
- Instructor cohort comprising 90-100 faculty and TAs, 30% of whom are new each year
- Leadership and faculty development support from Assistant Director for Multilingual Composition (Note: Administrative oversight for INTO courses only is temporarily funded by INTO-Mason, but funding from within Mason academic units for Mason academic courses is preferred for stability, inclusion of other multilingual composition students and their faculty, and clear lines of report)
- One workshop/year to advise TAs and faculty in multilingual teaching practices

To maintain current support, needs:
- Stable, academic-unit funding for specialist assistant director with two course releases / year ($60,180)
- Stable funding for faculty development (e.g., thirty $100 adjunct stipends or $3,000/year)
To provide full support to faculty and students in the next three to five years:

- Fully supported, academic-unit-embedded specialist assistant director for curriculum and faculty support as student needs expand in Fairfax and Mason-Korea: 3-4 course releases/year plus summer stipend ($10,000-$16,500)
- Increased funding for faculty development: two stipended workshops a year and/or online resource development for all new faculty ($100 x 30 faculty x 2 = $6,000, +$2000 for online resource development and stipends)

To accommodate expected future growth by 2025, we will need:

- Increased resources for hiring of specialized faculty to anchor teaching and faculty development ($48,000 x two for term positions + fringe = $132,500)

Communication Basic Course Program (COMM 100 & 101)

*Melissa Broeckelman-Post, Director*

Staffed by Course Coordinator and 40-50 faculty each semester.

Supports students now via:

- 3500-4000 undergraduate students each year, including students in INTO-Mason and Mason-Korea
- 50-60 instructional faculty each year (full-time, part-time, GTA, and GL), 35-50% of whom are new each fall.
- A one-week Basic Course Academy to train new GTA and GL instructors prior to the fall semester, two one-day Welcome-Back Meetings for all basic course faculty (one each before the fall and spring semesters), and monthly instructor meetings for all GTAs and GLs

To maintain current support, we need:

- Additional support for Basic Course Director: 1 course release each semester plus summer stipend equal to teaching one course ($8,515/year)

To accommodate growth and adequately meet needs over the next 3-5 years, we will need:

- Increased funding for faculty development: $100/stipend to attend each pre-semester Welcome-Back meeting and training workshop for 50 instructors each fall and 40 instructors each spring ($9,000/year)
- Administrative support for the Basic Communication Course program, either in the form of a course release each semester plus a summer stipend equal to teaching a course for a GTA who can serve as a Graduate Basic Course Assistant ($8083/year if using adjunct replacement cost plus fringe) or a part-time administrative staff assistant ($20,000/year)
To accommodate expected future growth by 2025, we will need:

- 8 additional full-time term faculty or 16 additional GTAships to teach an additional 64 sections of COMM 100/101 each year. Ideally, we should hire full-time faculty who can be trained as specialists in working with multilingual learners since much of our growth will come from our growing multilingual student population. (not included in budget since this reflects overall university growth)
- Tenure-line Multilingual Assistant Basic Course Director ($86,515/year, including fringe)

Writing Across the Curriculum

*Michelle LaFrance, Director*

Staffed by Assistant Director and one GRA; supported by the WAC Committee and 180 departmental faculty each year

Supports students now via:

- 84 Writing Intensive courses each year, reaching all Mason students
- Monthly workshops (without stipend) for WI faculty, often on strategies for teaching multilingual students. (These events often have low attendance.)
- Consulting with departments and individual faculty about WI courses.
- Online resources regarding pedagogical strategies for working with multilingual students across the disciplines

To maintain current support, needs

- Current budget + increased funding to maintain Assistant Director’s Base Salary Increase and return full funding for the 20 hr weekly GRA appointment ($7,000 plus fringe $2,394.00 = $9,394 annually)

With no 20-hour weekly GRA, the WAC program’s review of WI Courses and assessment activities cannot occur annually.

To provide full support to faculty and students in the next three to five years:

- Additional ongoing funding to bring AD base-salary to national market ($4,000 plus fringe $1,169.50 = $5,168.50 annually)
- Two annual “train-the-trainer” workshops to support new and continuing faculty in teaching multilingual students ($200 stipend—See Appendix C—for 15 faculty, to attend/plan two workshops, $6,000)
- Additional development funding for needs assessment and online resources accessible to all faculty at Mason ($5,000)
Center for Teaching and Faculty Excellence (CTFE)

Kimberly K. Eby, Director
Supported by Associate Director and Assistant Director

Supports students now through faculty development:
- Outreach to new faculty through August workshop session on working with diverse students
- Outreach to current faculty via Innovations in Teaching and Learning Conference session

To strengthen support for faculty around successfully meeting the needs of multilingual learners, needs:
- Funding to support the creation of a daylong workshop on multilingual learners ($6,500/year).
- Funding to support the development of a Faculty Learning Community focused on multilingual pedagogies and student success. (12 faculty + 2 facilitators at $1500 stipends = $21,000).

Longer-term Expansion Needs
- Multilingual Educational Developer administrative faculty line to provide specialized support to faculty across the curriculum ($75,000 / year + fringe = $100,650)

Council on Multilingual Student Success

Currently enabled through ad-hoc Multilingual Student Taskforce

To provide leadership and coordination of student support in the next two to five years:
- Create Senate-, Provost-, or President-authorized council charged with coordinating and assessing university-wide support for the academic success of 25-30% of Mason undergraduates
- Invite participants from academic support units such as those listed above, from student service units that support the experience of multilingual students and support internationalization goals, and from administrators connected to undergraduate and graduate student support
- Establish annual funding for the committee, which can then evaluate, prioritize, distribute, synchronize, and monitor program-level grants to enable innovation and growth in student and/or faculty support projects (e.g., online resource development, information literacy support structures, unit-level workshops or curriculum development resources, collaborations with Student Affairs or Center for Global Education) ($35,000)
• Establish annual funding for the committee to use to support needs-evaluation and program assessment efforts—in collaboration with Institutional Reporting and Institutional Assessment—across programs and disciplines ($10,000)

To provide ongoing leadership in multilingual student academic success:
• Support a tenure-line hire (in English/Linguistics, Communication, or Education, e.g.) for a faculty member with teaching and research expertise in ESL, language acquisition, and/or multilingual education practices, to provide leadership and publicity for the committee’s work on internationalization ($75,000 + fringe = $100,650)
Appendices

Appendix A, p. 17: Predicting GMU Enrollments Through 2025
Appendix B, p. 18: International Student Progression and Matriculation Charts
Appendix C, p. 19: English 302 Survey Results, April-May 2015
Appendix D, p. 20: Writing Center Resource Needs Assessment
Appendix E, p. 23: Composition Program Resource Needs Assessment
Appendix F, p. 25: Basic Communication Course Program Resource Needs Assessment
Appendix G, p. 29: Communication Speech Lab Resource Needs Assessment
Appendix H, p. 32: WAC Resource Needs Assessment
Appendix I, p. 33: CTFE Resource Needs Assessment
Appendix J, p. 34: Works Referenced in This Report
Appendix A: Predicting GMU Enrollments Through 2025

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Spring 2018</th>
<th>Fall 2020</th>
<th>Fall 2025</th>
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<tr>
<td>Total</td>
<td>33,791</td>
<td>35,800 (C)</td>
<td>38,000 (C)</td>
<td>40,000 (C)</td>
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<td>Total undergraduate</td>
<td>21,672</td>
<td>23,200 (D)</td>
<td>24,700 (D)</td>
<td>26,600 (C, D)</td>
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<tr>
<td>Total multilingual</td>
<td>5,418 (A)</td>
<td>6,250 (B, C, D)</td>
<td>7,300 (B, C, D)</td>
<td>8,500 (B, C, D)</td>
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<tr>
<td>undergraduate</td>
<td></td>
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</tbody>
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Notes:
A. Estimate (conservatively) 25% multilingual undergraduates currently on campus
B. Estimate add 7% international students, proportionally, by 2025 to 32% total multilingual students; roughly pro-rate percentage to 2020 and 2018
C. Estimate 40,000 students by 2025 (current enrollment goal stated as 45,000); roughly pro-rate to 2020 and 2018
D. Estimate continuing representation of 65% undergraduates through 2025
Appendix B: International Student Progression and Matriculation Charts

**International Pathway Program**

**Undergraduate Enrollment Paths**

- Direct Admission
- Academic English
  - Pathway Program
    - Accelerated (1 semester)
      - Semester 1
        - Undergraduate Degree Program Year 1
        - Semester 2
        - Undergraduate Degree Program Year 2
        - Undergraduate Degree Program Year 3
        - Undergraduate Degree Program Year 4
          - Average credits to graduate: 120
  - Standard (2 semesters)
    - 27 – 30 credits

**Graduate Enrollment Paths**

- Direct Admission
- Academic English
  - Pathway Program
    - Accelerated (1 semester)
      - 0 – 15 credits
    - Standard (2 semesters)
      - 0 – 12 credits
    - Bridge (2 semesters)
      - 6 credits
  - Graduate Degree Program
    - Master’s degree
      - Average: 36 credits
    - PhD degree
      - Average: 72 credits
Appendix C: English 302 Survey Results, April-May 2015

English 302 Student Survey 2015
- First/Home Language:
  - Other than English: 29%
  - English: 71%

- Includes 463 responses (17% of 302 students)
- Includes international admissions to GMU
- Includes international transfer students
- Includes “Gen 1.5” resident nationals
- Includes fully fluent bilingual residents

Multilingual students: Background
- Years in US schools:
  - 0-1 yrs: 21%
  - 2-3 yrs: 14%
  - 4-6 yrs: 23%
  - 7 or more: 61%
- Direct admit international students in the 0-3 year groups: these numbers are targeted for increase
- Transfer and resident students in the 4+ groups: these numbers are also likely to continue to increase

English-only vs. Multilingual Students: What’s Difficult in English 302?
- Most Difficult: English:
  - Motivation: 43%
  - Find time: 39%
  - Expr ideas: 30%
  - Organizing: 29%
  - Find sources: 25%
  - Reading: 17%
  - Arguing: 14%
  - Proofread: 13%
  - Directions: 9%
  - Other: 4%

- Most Difficult: Other Lang.:
  - Organizing: 42%
  - Proofread: 34%
  - Expr ideas: 28%
  - Find sources: 26%
  - Find time: 20%
  - Arguing: 20%
  - Motivation: 19%
  - Directions: 17%
  - Other: 5%

Faculty Survey Participants
- Course(s) Taught:
  - WI: >1 section x 9
  - WI: 1 section x 26
  - 302: 1 section x 5
  - 302: 2 sections x 5 = 10
  - 302: 3 sections x 4 = 12
  - 302: 4 sections x7 = 28
- 35 WI faculty teaching at least 44 WI courses
- 16 Engls 302 faculty teaching 55 sections—out of 58 faculty (28%) teaching 133 sections (41%)

Faculty confidence in MLW teaching
- 302 Faculty:
  - Not confident: 23%
  - Not very confident: 65%
  - Somewhat confident: 5%
  - Very confident: 5%

- WI Faculty:
  - Not confident: 3%
  - Not very confident: 18%
  - Somewhat confident: 39%
  - Fully confident: 21%
  - Very confident: 18%

Faculty Development Requests: WI
- WI Wksp (out of 35 faculty)
- WI Wksp w/$200 Stipend (Total # of respondents jumps from 21 to 30)
Appendix D: Writing Center Resource Needs Assessment

Overview
The Writing Center supports multilingual student writers through individual tutorials, the ESL Opt-In program, and workshops.

Tutorial sessions: In AY 2014-15, 4797 tutorials were held with 1161 multilingual writers (64% of 7422 appointments held that year). The staff that delivered these tutorials included 16 peer tutors and 25 graduate tutors, including 3 ESL specialists, who work in the Writing Center and in the LRC. All tutors are trained to work with multilingual writers.

Opt-In Tutoring program: The center offers 40 – 45 spaces in its Opt-In tutoring program, which allows multilingual students to meet with the same tutor once or twice each week. In 2014-15, 43 multilingual writers enrolled in the center’s Opt-In tutoring program. One-quarter to one-third of Opt-In students are enrolled with the ESL specialist tutors.

Workshops: Multilingual students attend writing center workshops that teach strategies for planning, revising, and editing drafts, for formalizing prose, and for using and citing sources, among other offerings. 51% of students attending writing center workshops in 2014-15 were multilingual.

How does this serve multilingual students?
Writing center tutorials and workshops assist multilingual students as they

• Understand genres and conventions of US academic and professional writing
• Interpret assignment prompts and instructor feedback
• Develop sound processes for planning, composing, revising, and editing written work
• Learn strategies for reading rhetorically
• Become accustomed to discussing their theses, lines of argument, use of evidence, global organization, paragraph structure, etc.
• Learn to use sources and appropriate citation style
• Improve understanding of Standard American Written English grammar and lexicon
• Build confidence as writers

Immediate Needs

Stable funding for 3 ESL Specialist GPA tutors: $51,000
Through AY 2013-14, the ESL specialist tutors were funded by the English Language Institute (ELI). Since then the Writing Center Director and the INTO Mason Associate
Director of Academic Programs have secured funding on a year-by-year basis from University Life and office of the Vice Provost for Graduate Education (2014 – 15), and from the offices of the Vice Provost for Undergraduate Education and the Vice Provost for Graduate Education (2015-16). The $20,000 that came to the Writing Center after the decision to lower the undergraduate TOEFL score was part of the 2015-16 funding for the ESL specialists. This was a one-time transfer of funds.

In 2015-16, our initial offer of a $7000 stipend + 6 credit tuition grant was not adequate to secure our first choices for these positions, and the package was increased to $10,500 + the 6 credit tuition waiver. We anticipate that demand will grow for tutors with TESOL + Composition expertise, and that offers will need to be increasingly competitive.

Long-term needs

In AY 2014-15, 950 tutoring appointments were requested but not met. This was a year in which the center held 7422 appointments, a 31% increase over the previous year, and more than it has ever offered annually. With its current infrastructure, the Writing Center is at capacity.

To meet future needs, the center will be housed in a larger space, hire administrative faculty or other personnel to support a larger tutoring staff, and hire additional tutors.

Space:
The Writing Center operates in four locations: a main location and two satellite locations on the Fairfax campus (up to 12 f2f sessions concurrently), and a satellite location on the Arlington campus (up to 2 f2f sessions concurrently). The opening of the Fenwick location in January 2016 will accommodate 2 more f2f sessions.

Further growth through adding satellite locations is not desirable:

- With three-quarters of the tutoring staff new each fall, tutors should be co-located with administrators and with each other.
- The center’s utilization rate decreases as tutors are dispersed across campus(es).
- Satellite locations come with increased administrative and other infrastructure costs.

Administration: $73,205 ($55,000 + fringe)
The Writing Center’s administrative configuration has been static since the mid-2000s, when its staff was 20 tutors (14 graduate and 6 undergraduate), and the center conducted fewer than 4000 appointments annually. Since then, the tutoring staff and client volume have doubled.
Current administrative resources include a three-quarter-time director and 18 - 23 hours of graduate student administrative support. The graduate student administrators assist in training, scheduling, supervising and mentoring a staff of 35 - 41 graduate and undergraduate tutors and 4 undergraduate office assistants. They assist in coordinating outreach including workshops, roadshows, and information sessions (120+ events/year). Collectively they cover 10 – 14 hours/week in the center, and throughout the week each responds to the scheduling, training, and outreach issues that arise in their respective spheres of responsibility.

To accommodate increased capacity, the administrative faculty would include a full-time assistant director with TESOL expertise. This position would, in addition to assisting with operations and tutor training, develop resources and programs to support multilingual writers.

**Tutors: $37,541 (near term); plus $75,082 (long term)**

In the short term, the goal is to cover current unmet demand (950 sessions in 2014 -15). To generate the needed appointments, the center would recruit an additional 2 graduate tutors and 2 peer tutors.

International students enrollments are expected to increase by 1770 over the next five years. As many as 1000 of these students may matriculate through INTO Mason’s bridge programs, suggesting that they are likely to take advantage of writing center tutorials. If, conservatively, 500 additional international students in 2020 sought tutoring to improve their writing, the center would offer 2000 additional appointments to accommodate those students. To meet this need, the staff would increase by another 4 graduate tutors and 4 undergraduate tutors.

Graduate tutor support is based on the current stipend of $11,600 that first-year English MA and MFA students receive. Peer tutor wages are based on the rate of $11/hour.
Appendix E: Composition Program Resource Needs Assessment

Overview: Multilingual Students Taking Composition Classes

- **English 100**: About 15-17 sections per year, including those at Mason-Korea, serve 280-300 matriculated international students who self-select into this four-credit course, taught by ESL-specialist and nonspecialist writing faculty (term and adjunct)
- **English 101**: About 130-135 sections per year serve 2500 matriculated students, including 15-20% multilingual students, taught primarily by non-ESL-specialist GTAs and adjunct faculty
- **English 121-122-123**: About 10-15 sections per year, sometime team-taught, serve 200-250 pre-matriculated Pathways students, taught by ESL-specialist and non-specialist writing faculty (term and adjunct)
- **English 302**: About 300 sections per year serve 6000-6500 matriculated students, including 25-30% multilingual students, taught by non-ESL-specialist writing faculty (mostly term and adjunct)

Special Note: Funding ENGH Courses and support as they serve INTO Students

- ENGH 121, 122, 123 are English Department courses just as are ENGH 101 and ENGH 302
- ENGH 121, 122, 123 are currently taught by a combination of English and INTO faculty, supervised by a combination of English and INTO administrators
- ENGH 121, 122, 123 are currently funded through an evolving collaboration between English and INTO
- **Needed**: Clear articulations of responsibility, funding, and oversight that recognize the academic home (English) of the courses and the faculty

Immediate Needs

- **Multilingual Assistant Director, $60,180**: Currently this position is held by a faculty member “on loan” from INTO and thus technically responsible only for supporting ENGH 121, 122, 123. To enable support for faculty and multilingual students in ENGH 100, 101, and 302, this position needs to be funded in a stable financial arrangement through English. Funding here supports a full term line in English with two course releases ($40,000 + fringe + $6500 released compensation).
- **Faculty development funding, $3,000**: Funding for all development needs depends on department budgeting each year, and needs to be stabilized and proportionally directed to ongoing support for multilingual student support practices. Funding here includes thirty $100 adjunct stipends.

Expanding Resources, 2-3 Years

Expanding international enrollments via Mason-Korea and INTO Pathways are expected to double the number of international students in English 100, 121, 122, 123. Multilingual student
populations are expected to grow along with the general undergraduate student population. Over one-third of our faculty is new to the program each year.

- **Multilingual Assistant Director, $11,500**: Two additional course releases (total of four per year) plus a summer stipend would enable supervision of all international-student courses, plus faculty development leadership, as those student populations increase.

- **Faculty development funding, $6,000**: In order to reach new faculty as well as improve the learning of continuing faculty in all ENGH courses—and to help faculty address reading, language, and speaking education as part of an integrated educational approach—a sustainable series of workshops and online resources is needed rather than a single workshop per year. It will be necessary for the program to grow and expand its modalities, moving from one to three stipended workshops a year ($100 x 30 faculty x 2 = $6,000)

### Long-term Expansion Needs

Increases in Pathways, first-year direct-admit international students, and general first-year student enrollments will strongly affect English 302, where we currently have no specialized support, as well as 100-level teaching by 2020.

- **Online faculty development resources, $2,000**: To reach all faculty, online resources will need to be developed by stipended specialists, and adjunct faculty who cannot attend face-to-face workshops will need to be supported in completing online training ($1,500 for stipends and support online resource development + $50 x 10 adjunct faculty stipends)

- **Specialist faculty hiring, $132,500**: Ad-hoc faculty education can support a range of good teaching practices, but as we look to providing consistent specialized education at the 100-level and consider how to develop curricular opportunities for multilingual learners in the English 302 sections, we will not be able to rely solely on our current very limited number of ESL-specialist faculty. Recent term faculty searches have demonstrated how challenging it is to hire these specialized faculty locally, since a range of DC-area schools are facing similar opportunities and competing for such faculty. We will need to hire at least two ESL/ML-specialist term faculty, at salaries higher than the usual term-faculty base of $40,000. ($48,000 x two for term positions + fringe = $132,500)
Appendix F. Basic Communication Course Program Resource Needs Assessment

Overview
The Basic Communication Course program includes two different courses, COMM 100: Public Speaking and COMM 101: Interpersonal and Group Interaction, and every undergraduate student at GMU is required to take one of these courses as a general education requirement. Additionally, we offer sheltered sections of COMM 100 for the INTO-Mason program, and for ODIME’s STEP transition program. Currently, COMM 101 is offered only in face to face sections on the Fairfax campus, and COMM 100 is offered in face to face sections on Fairfax, Loudon, and Mason-Korea campuses as well as in a Distance Education format. Currently, we have 51 Graduate Lecturers, Graduate Teaching Assistants, adjunct faculty, full-time term instructors, and tenure-line faculty teaching 91 sections of COMM 100 and 101, which is the largest team of faculty we have ever had teaching the largest number of sections of any semester in Mason history. These courses are highly standardized and use the same textbook, handbook, syllabus, major assignments, and exams, all of which are developed by the Basic Course Director.

The entire Basic Communication Course program is administered by a Basic Course Director (BCD) and a Basic Course Coordinator (BCC). The BCD is responsible for all curriculum development, assessment, research, training, external relations, faculty recruitment and interviewing, and major program and curriculum decisions related to COMM 100 and COMM 101. This administrative work takes a tremendous amount of time; last year, an estimated 865 hours were needed to fulfill administrative responsibilities associated with directing the Basic Course, but only 131 of those hours were compensated through either course releases or a stipend (1 course release every other year plus a $2500 stipend to compensate for the pre-semester instructor training). All of this administrative work, plus additional service work, must be done in addition to the normal research, teaching, and service responsibilities that all other 9-month tenure-line faculty must fulfill. While some of this workload will be reduced as we transition from a course building and development phase to a course maintenance phase and shift some work to administrative staff in our department, this role will still require far more time than is currently accounted for in the current contracts and workload adjustments, and that workload will grow as the number of students and instructors grow. Moreover, roughly half of that work (including curriculum updates, assessment, and hiring) happens in the summer, when the BCD is not on contract with the university, and the summer workload will increase as more sections and instructors are added each year.

The Basic Course Coordinator (BCC) assists the BCD with all aspects of the Basic Course, implementing changes and updates, and is responsible for the day to day operations of the course, including scheduling, serving as the first point of contact for instructor and student concerns, maintaining course materials and online resources, planning staff meetings, and much, much more. The BCC is a term faculty with a 12-month contract and receives two course releases per semester during the regular academic year and one course release in the summer to compensate for this work. While we do not have precise estimates for the number of hours spent doing this work last year, we can attest that the BCC is already far exceeding the
contracted 18–20 hours per week assisting with course development and maintenance and responding to the needs of instructors and students. As the number of students and instructors grows, so will the associated workload for the BCC, particularly if the number of new instructors each year increases substantially. To assist in responding to student and faculty questions and to assist with the day to day administrative work required for a program of this size, we would like to either hire a Graduate Basic Course Assistant (use half of a current GTAship each semester plus pay the GTA what they would make teaching one course in the summer) to assist with this work while also allowing that GTA to gain experience needed to be a successful future Basic Course Director OR hire a part-time administrative staff assistant.

**How does this serve multilingual students?**

All students must take COMM 100 or COMM 101 as part of their Mason Core requirements, and COMM 100 has been intentionally integrated into the INTO-Mason Pathway and into the Mason-Korea program. Because these courses are typically taken during the first year, we have integrated resources about student support services and work to help students build skills that will help them succeed at the university. Most importantly, these courses are intended to help students develop effective communication skills that they will use in their future courses, careers, and communities. COMM 100 and 101 help build a range of significant communication skills that are necessary for all students—including multilingual learners—to succeed in at Mason and beyond.

**What do we need?**

Because the BCD and BCC provide an extensive amount of course support, curriculum development, and instructor training to one of the courses that is an integral part of the early experience of all students, including multilingual learners, support for that work needs to be increased so that it is commensurate with the work required and commensurate with the support provided to faculty in these roles at other institutions. Moreover, by adopting a revised workload that is commensurate with the work required, the BCD will be able to devote some time to conducting more thorough assessments and to do additional research that will help us to better adapt to the needs of multilingual learners and ensure that our programs is effective in ensuring that there are not differences in the degree to which different groups of students are meeting the course outcomes.

**Immediate needs:**

1. Adjust the workload of the BCD so that it accommodates the work required to administer the Basic Communication Course program. If the BCD role continues as a 9-month tenure-line faculty contract, the BCD should be given one course release every semester plus a summer stipend of 10% of the annual salary (equal to teaching one class) to compensate for necessary summer course development, hiring, and instructor training. Alternately, the BCD role could transitioned into a 12-month tenure-line faculty appointment with a course release each semester and no summer teaching responsibility. If this workload is not adjusted, GMU cannot continue to count on having a BCD who will do hundreds of extra uncompensated hours of administrative, especially in the summer, while also trying to meet all of the other teaching and research expectations for tenure-line faculty. ($8515/year, including fringe, if using the actual
adjunct replacement cost with fringe and accounting for the current stipend and partial course release)

**Needs over the next 2-3 years:**

1. Increase funding for faculty development. Currently, we require new GTAs and GLs to attend our annual Basic Course Academy and require all instructors to attend our Welcome-Back meeting prior to the fall and spring semesters. However, instructors are not compensated for this time, and contracts are already signed prior to this training, so many faculty skip these meetings since there is no consequence for failing to attend training. We need faculty development funds to compensate instructors for this time, whether we continue to hold these meetings face to face or develop online training that is more easily accessible for many of our instructors. To ensure that all instructors receive and area compensated for attending training, we would like to provide a $100 stipend to attend each pre-semester welcome back meeting and training workshop for 50 instructors each fall and 40 instructors each spring. ($9000/year)

2. Provide additional administrative support by assigning a graduate student assistant ($8083/year if using adjunct replacement cost plus fringe) or administrative staff assistant ($20,000) to the Basic Course Program.

**Long-term needs by 2025:**

1. Hire additional full-time term faculty who can be trained as experts in working with multilingual students and whose teaching load will be devoted entirely to teaching COMM 100 and 101, within the INTO-Mason program, at Mason-Korea, and in the mainstream sections of the course. We have exhausted our pool of adjunct faculty and are maximizing our use of PhD students from other departments, and it will not be possible to teach as many sections of COMM 100 and 101 as we expect to teach as these programs and the entire university continue to expand with adjunct faculty. Ultimately, we expect that we will need to fill these additional sections of COMM 100 and 101 with new full-time term faculty or additional GTA lines. If we estimate that approximately 20% of all undergraduate students enroll in COMM 100 and 101 each year, based on current enrollments, we will need to teach approximately an additional 64 sections each year by the time the university enrollment reaches 40,000 students. To cover these courses, we would need to hire an additional 8 full time term faculty who teach 8 sections of COMM 100/101 each year or would need to add an additional 16 GTAships for graduate students who would teach these same sections of the course. Moreover, if we continue to bring in a larger proportion of students as first-time freshmen over time, then this number will be even larger. Because the addition of these full time instructors or GTAs is directly related to the growth of overall enrollments, not just multilingual enrollments, this cost is not included in the budget for multilingual support, but should be kept in mind as we consider the university’s projected growth. If we hire GTAs at the current rate, this would cost $424,128/year, including a $14,000 stipend, 18 credit hours of in-state tuition, and health insurance for each GTA. If we hire term faculty at $45,000 per year plus fringe, the cost would be $479,160. (not included in ML support budget since this reflect overall university growth)
2. Hire a Multilingual Communication Specialist to serve as a Multilingual Assistant Basic Course Director. This should be a tenure-line faculty position with a research specialty in multilingual communication education so that this position can assist in training instructors to work with multilingual learners, assist with assessing the program effectiveness addressing the needs of multilingual learners, and help Mason to become a center for outstanding research in multilingual education. ($86,515, includes $65,000 salary plus fringe)
Appendix G: Communication Speech Lab Resource Needs Assessment

Overview
Our Speech Lab is a very small, part-time, volunteer-only service run by our undergraduate forensics students. Each semester, the lab is open for 8-10 weeks of the semester from 11am-4pm on Monday-Thursday and is only available to students who are enrolled in COMM 100 and 101. The speech lab operates in many ways like the writing center; students can sign up for appointments online and meet one-on-one with one of our undergraduate forensics competitors to either get help working on their speech outline or to practice their speech and receive feedback. However, unlike the writing center, we do not have a dedicated space (we reserve Research Hall 91 for those hours T-R and have sometimes been able to reserve the One Button Studio in the Gateway Library for some sessions), we do not provide any training for the speech lab volunteers, there is no direct supervision, and there are $0 to support the efforts of the speech lab. While it is generous of our forensics students to provide this service and is much appreciated, this is not really an adequate support service and does not even begin to address the needs of a such a large student population.

However, most of our peer institutions (and many non-peers, including NVCC) have a fully supported, full-time communication center that is available for all students whenever the semester is in session. This has become a pretty standard expectation for most large basic course programs like ours. For most campuses, a communication center is seen both as a resource for the basic communication course as well as for students who are preparing presentations in other courses (eg: a student is preparing the oral presentation that will accompany their capstone project). These centers typically have a full-time faculty director who has a research background in instructional communication and communication pedagogy, sometimes have a full-time staff person who manages schedules and is a front-desk support person, and have student communication tutors/staff assistants. On some campuses, the tutors are primarily first-year MA students or other graduate students who staff the communication lab during their first year of graduate school and then become GTAs who teach the basic course in their second year; on others, the speech lab/communication center is staffed primarily by undergraduate students who did well in their communication courses and/or have extensive communication training (such as competitive forensics or debate experience). Typically, the communication center staff go through a week or so of training about communication pedagogy, how to conduct a comm lab appointment, and other types of training typically required by each individual campus (FERPA, sexual harassment prevention, etc.). Some campuses connect their communication centers to the writing center or to a Communicating Across the Curriculum program, some of which bring oral and written communication together under that umbrella to foster greater collaboration.

We should expand our current volunteer-run Speech Lab into a full-time, university-supported Communication Center that is available to serve all students. There are two primary ways that we could do this: (1) create a standalone Communication Center, which will require hiring a Communication Center Director and communication center tutors and finding a dedicated
space to house the Communication Center, or (2) provide additional support and physical space to allow the Writing Center to expand so that it can add communication specialist tutors who can also be cross-trained to serve as writing tutors during the times that there is less demand for communication tutors.

How does this serve multilingual students?
Currently, the speech lab is serving a limited number of students. However, this is an important resource that can assist multilingual students (and all Mason students) in the following ways:

- Provide one-on-one tutoring and coaching to help students prepare for in-class presentations
- Help students understand the conventions of public speaking in the U.S. and other Western contexts
- Develop processes for planning, writing, revising, edition, and practicing oral presentations
- Learn to incorporate sources, source citations, and a variety of types of support materials into presentations
- Get feedback on and develop delivery skills

What do we need?
Immediate Needs: In order to assist students in finding the Speech Lab in our current volunteer-only format, it would be helpful to have a dedicated space with a sign. Ideally, this should be a space with a closeable door (to allow students to practice and receive feedback without disturbing others) but that is visible to others through a window (to address safety and liability concerns). After we have secured a dedicated space, we would like to have a technology setup identical to the One Button Studio to use for the Speech Lab, but can initially provide basic service by asking students to bring their mobile phones or ipads to use as personal video recording devices so that they can practice their speech and then watch and discuss it with the communication tutor.

Long-term Needs: Eventually, we should create a full-time, fully-supported Communication Center that is available to all students who are preparing presentations for any class. If this is created as a standalone Communication Center, we will need the following:

- A dedicated physical space that includes areas for one-on-one discussions with tutors, computers (or space with outlets and desks for students to bring their own devices) for doing research and editing speeches, and a separate room with a One Button Studio type of setup ($5000-$8000 initial cost for One-Button studio equipment)
- A full time Communication Center Director who trains and supervises communication tutors, ($55,000 for 10 months plus fringe = $73205). Alternately, if the Communication Center is in a shared space with the Writing Center so that supervisory responsibilities can be shared, we could hire a Graduate Communication Center Coordinator instead ($26,508 for $14,000 stipend, 18 credit hours of in-state tuition, and one year of health insurance) for a 20 hour a week appointment.
• Funding to hire GTAs and/or hourly communication tutors (the staff below provide 120 half-hour appointments each week or 3600 half hour appointments each year, for a total of $48,000/year)
  o 2 graduate tutors ($53,016 for $14,000 stipend, 18 credit hours of in-state tuition, and one year of health insurance for each)
  o 2 peer tutors ($6,000/year—$10/hour, 10 hours per tutor per week for 30 weeks/year)
Appendix H: WAC Resource Needs Assessment

Overview: The nationally recognized WAC program oversees 84 WI courses, consults with the faculty who teach WI courses, and provides support for effective writing course design and other elements of writing instruction to faculty in the disciplines, departments, and majors. An active collaborator with the CTFE, OSCAR, Fenwick Libraries, the OIA, and departments/units on campus, the WAC program is central to sustaining a vibrant and visible culture of writing on Mason’s campus. The director of WAC organizes the Faculty Senate’s WAC Committee, which develops the criteria for WI courses, approves and reviews WI courses, and discusses issues directly related to supporting undergraduate and graduate writers on Mason’s campus.

The program is staffed by: a tenure-line Director (with a 9-month contract, 1 course release per year (5 hours weekly), and a small summer stipend); an Assistant Director (on a 12-month contract and a 1-1 teaching load), and GRAs (1 at 20 hours weekly, 2 at 5 hours weekly).

How does this serve multilingual students?
The WAC program provides workshops, one-on-one consulting, and resources to faculty and departments, providing pedagogically-grounded strategies for work with all student writers, including multilingual students.

Immediate Needs:
Funding was provided for a FT Assistant Director line in 2013, but this funding has been below the national market-level for similar positions. To bring this position up to market-level and recognize the highly specialized skills necessary for success in a position of this sort, the program requests an additional $13,000 ($7,000 in 2016-2017 to replace funds diverted from the program’s GRA fund to support a new hire and $4000 additional dollars annually to bring the AD’s salary in line with the national market-level for these highly specialized positions).

Without these funds and a stabilized WAC AD line, the WAC program will be unable to sustain the review of WI Courses, the assessment of WI courses, to expand faculty development support, or to be responsive to faculty and departmental needs.

Long-term Needs:
While the WAC program has provided a range of workshops in the past two years, attendance at those workshops has been surprisingly low. The well-advertised “Multilingual Writer’s Workshop” in early spring of 2015, for instance, attracted only 5 faculty participants—just two more faculty participants than presenters at the event.

The WAC program would like to address the issue of low attendance by offering a stipend to workshop participants and by initiating a “train-the-trainer” program that would enable a faculty-driven approach to support for student multilingual writing. To enable this approach, the WAC program requests an additional $6,000 per year to support 10 faculty in attending a pre-semester workshop and to prepare these faculty to offer workshops, reading groups, and resources to faculty in their home departments through the following year.
Appendix I: CTFE Resource Needs Assessment

Overview
Currently the CTFE provides support for faculty across the university as they adapt and improve their teaching strategies, through online resources, consultations, learning communities, faculty workshops, and the annual Innovations in Teaching and Learning Conference.

Current support for teachers of multilingual learners:
We have been able to provide some limited support specifically for faculty with respect to working with multilingual students and learners.

- At new faculty orientation in August we had a session on capitalizing on Mason’s diverse student community in the classroom
- At our annual Innovations in Teaching and Learning Conference we try to ensure that there’s at least one session on this topic.

Short-term needs
In order to begin to strengthen support for faculty around successfully meeting the needs of multilingual learners, the CTFE requests support for

- Specialized Faculty Consultant and Workshop on ML Students: With additional funding, we can support the creation of an annual full-day workshop centered on multilingual students and promising practices in teaching, learning, and advising for this population of students. This daylong event would include an invited scholar with expertise on multilingual pedagogies as a keynote speaker and workshop leader. This event would be co-sponsored with the Council for Multilingual Student Success, WAC, and other key stakeholders. ($6,500/year)

- Faculty Learning Community on ML Student Education: This year-long community would function as a “train the trainer” model, allowing up to 12 faculty members each year to receive $1500 in professional development support for successful completion of the learning community. Faculty participants would also be expected to lead reading groups and dialogues in their home departments, present at the Innovations in Teaching and Learning conference, and participate in the daylong workshop. Two faculty members would co-facilitate the faculty learning community for an additional $1500 professional development support. ($21,000/year)

Longer-term Expansion Needs

- Multilingual Educational Developer faculty line with responsibilities for assisting with Scholarship of Teaching and Learning to contribute to the expansion of the CTFE’s educational development activities for faculty and graduate students, as well as coordination with stakeholders across Mason’s campuses (e.g., INTO, WAC, WC, Composition, etc.). ($75,000 salary + fringe = $100,650 / year)
Appendix J: Works Consulted for this Report


