EnglishUSA – UCIEP Collaborative Town Hall Meeting
April 24, 2020, 3:00 ET

NOTE: This session was not recorded but volunteers assisted in recording some detailed notes. Slides can be found at the end of the document.

If you have questions, please contact Cheryl Delk-Le Good, EnglishUSA, execdirector@englishusa.org or the facilitators listed in the slides and notes.

EnglishUSA and UCIEP have been collaborating on joint advocacy and promotion of the US as a premier destination for English language study for many years.

Facilitators & Moderator

Mark Algren: Executive Director, University of Missouri Center for English Language Learning, UCIEP Board member, EnglishUSA member, former TESOL President

Alan Broomhead: Director of Student Services, Showa Boston Institute, EnglishUSA Board member, former UCIEP Board member, CEA Commissioner and former CEA Commission Chair

Patricia Juza: Associate Dean and Executive Director of Extension International Programs at the University of California San Diego, EnglishUSA member, former UCIEP Board member, former UCIEP Board member/President

Cheryl Delk-Le Good: EnglishUSA Executive Director, former EnglishUSA Board member/President, former UCIEP Board member, former CEA Commissioner, NAFSA IEM IEP Network Leader, former IEP Director

Facilitators will not have all answers nor can they predict the future, but their administrative and leadership experience bring many years and depth of reflection on the future of the English language program industry.

Audience: Nearly 350 individuals signed up for this session including nearly 200 EnglishUSA & UCIEP member programs (most of whom are members of both organizations) with multiple staff. 296 on the call, including over a dozen EnglishUSA associates, industry strategic partners, and representatives from some of our supportive organizations, accrediting bodies and government agencies.

Setting the Context

- Broad topic: the ‘futures’ we are all imagining are different for each program and individual
- New information, guidance and policies that are unknown at this time will impact us
- While the short-term future is on many minds, we’d like to look ahead to the longer term

What We Know (thank you Joann Ng Hartmann from NAFSA)

- Decline in international student enrollment
- Limited/curtailed student mobility due to travel restrictions and disruptions in visa services
- Significant budget cuts
- Re-envisioning of international enrollment strategies
- Hiring freezes/reduced hours/ furloughs/layoffs
• Change in risk assessment “triggers” to kick in at lower levels of travel advisories or travel health notices than before COVID-19

Other certainties
• Exchange rates drop
• Unemployment
• Family income losses
• Demand for reskill

What We Don’t Know
• Timeline for re-opening of sites and campuses for in-person study based on state, local and institutional policies
• Reboot & regularity of visa interviews (will not be consistent worldwide)
• Motivation and markets for remote/online English language learning
• Impact of relaxed admission requirements (no testing, delayed testing, alternative testing, lower test scores, incomplete transcripts, etc.)
• Irreversible “temporary” reactive changes

Provocative Statements
• If students had a choice, they would not choose to study English online
• English language programs will move to 100% online offerings as students stay closer to home for both English and degree programs
• There will always be students who want to experience living and learning English abroad
• The online/remote teaching of the future looks nothing like what we’re doing now and is not the disrupter that the experts expected it to be
• Differentiation among online English language programs is impossible
• Instructors must immediately refocus their professional development and skill sets

1st Panelist: Alan Broomhead

What would this Zoom session be like if we were at a conference? We would:
• Be in a big room with nearly 300 people
• Try to find a seat / sit next to someone / exchange business life / make a friend for life
• Step out into the city at a coffee shop / go to a museum
• Think “What an experience!”

And how different it is right now although….
• Outcome might be similar, same questions, same product

PROCESS is different

Alan reading: “21 Lessons for the 21st Century (Yuval Noah Harari)

“Humans have bodies”

• What we like to do is bring our bodies to other places, form relationships with others

Identity as English Language Programs—things we tend to see as important
• We consider ourselves in the academic/training/curriculum mode. What becomes important or that we value:
o How many levels?
o What about our SLOs?
o Do we need a new placement test?

Do our students value these things as well? If it’s only about those, you can take all of that and put it online, no one needs to travel again
- No student arrives at an ELP because you have “great SLOs” and I love your placement test
- What students value is not the same thing that we focus on—on our identity

What do they value?
- Travel
- Immersion
- Meeting people
- Social gatherings
- Host families

You can’t put this stuff online; there will always be a hunger for travel and intercultural exchange. What we offer in addition to the curriculum et al, we offer an adventure. We are struggling right now but we will remain and thrive in the future.

FUTURE: What do our students value and how do we fit in it? Hospitality? Travel & tourism industry? Think in these terms. Online app/teaching, a tutor coming to your house—can’t do the same as the experience.

2nd Panelist: Mark Algren

Alan talked about a few industries we can identify with. Another one…
- The institutions we’re part of (if applicable!)
- Many students are looking not for the English language program but looking for X major at Y institution.
- “I’ll go to your English program because that’s connected to my degree program and it will help me get there”

Data: Mapping SEVIS by the numbers - December 2019- number of visas declined and ever since number of visas has declined by 45%

<table>
<thead>
<tr>
<th>Language Study Visa zenith in Spring 2015: 105,207</th>
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<tbody>
<tr>
<td>Latest: December 2019: 57,932</td>
</tr>
<tr>
<td>Decline: 47,275 -44.9%</td>
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https://studyinthestates.dhs.gov/sevis-data-mapping-tool

*Every term is smaller than the year before (cumulative); next report should come out this month*

Challenges Impacting IEP Enrollments
1. Increase in English learning in home countries (national language policies) – started at the end of the 20th / beginning of 21st century; less need for the lower level ELP prior to degree study
2. Strength of the dollar – makes it very expensive to come here
3. Internal competition (more centers/programs) – more and more institutions opened programs; proprietary programs increased
4. External competition
   a. Usual suspects: other native English-speaking countries (England, Australia, etc.)
   b. Education destination countries: UAE, Qatar: University City in Qatar; some countries trying to become hub; American institutions setting up in other countries
   c. English-medium higher education programs in other places (France, Germany)
   d. Online competition (both paid and free)
5. Instability: increases/decreases in populations (notably scholarship programs) – ones have come and gone; national economies have lost value; ebb and flow of different nationality
6. For public universities: defunding of public education \(\rightarrow\) increased cost (for degrees) – defunding of public education in the US is pricing us out
7. Perceived administrative instability in the USA (visa challenges; OPT may end)
8. General opinion of the USA (gun violence, COVID response, etc.; am I welcome?)

Advocacy: EnglishUSA, UCIEP, TESOL, NAFSA and others are important

3rd Panelist: Patti Juza

Thinking of the future of IEPs- we are in the existential dilemma since 2016- the IEP industry continues to evolve. We have to put this industry in a larger context of International Education.

1. Climate change (not related to COVID 19)
   Some institutions thinking about carbon footprint; whether travel will be funded and supported may impact exchange programs, professional development, marketing & recruiting efforts.

2. Institution connection
   Revenue sources: What role do we play toward revenue generation and support for international students, academic departments, and service units on our institutions?

3. Strategic planning and resource allocation
   As we move past the initial remote learning models many of our programs launched this spring, we want to consider strategic planning and resource allocation for ongoing online instruction - resources, technology, broadband, internet, apps we use, VPN. These are not just an issue for us - faculty and staff, but also for our students. As we think about the future- LMS, google, aps- are these working in other countries, where do we find financial resources for those? What about principals of universal designs for learning- do we implement principalps of universal design, which improve accessibility not only for students with learning and physical disabilities, but also for English language learners. We post videos, recordings, directions in visual, audio, and written formats, syllabi, grades, etc, but how do we do it effectively, how do we train faculty? Do we centralize our online course development to do quality control- as this is something we may have to do with our accreditation agencies- what is our role with the instructional design dept on our campus?

Quality Matters is a non-profit organization, which supports online quality assurance goals. Quality Matters also certifies online courses and programs, which have met QM quality assurance standards. For more information, visit: https://www.qualitymatters.org.

4. Student preparation
   Facing the new normal – how do we prepare the students for undergrad, grad, professional studies? How do we prepare the students? For example, many of our programs prepare internationsl students for graduate studies, but how do we prepare them for what’s coming – communications skills needed to negotiate and prepare undergraduate students, transitioning from face to face, remote and online and how do we teach – how do we help students have and navigate the skills needed to be TAs and RAs in this new environment?
   - Grad students (in the next 6 months—they’ll be expected to be teaching assistants remotely)
   - How are we teaching culture these days? Ex: COVID-19 may eradicate need for handshakes and change the way we incorporate teaching culture for academic and professional purposes

5. Student support
   Living in Housing on campus in near future (Isolating experience if social distancing continues / how are students’ needs met; not just instruction but also support services); Insurance Plans (may not cover pandemics); medical and mental health will be emphasized but in new environments. How do these conditions impact how we structure our programs, develop our budgets, and provide student support?
Questions & Comments

- Are there any institutions teaching English through virtual reality? Early adopters?
- How can we help students who are still here, feeling hopeless?
- Where can we find information about regulatory issues relations to international online instruction? Potential issues if we are ‘selling’ our programs overseas?
- Part of what we’ve been selling in the American ‘brand’ but how do we respond to such a negative attitude toward about the US?
  - Often students are quite forgiving of the political situations
  - We need to keep sending positive message
- -How do we help the students stuck on campus- they feel hopeless? Connect with organizations in town, or campus- ex: map of community where food is available, stay in touch with them, services that are available for them like counseling, open forums weekly- there is a doc from previous meetings
- - As we all scramble to meet the students need regardless of where they are and do everything else- getting up to speed within a matter of weeks, marketing and promotion and everything, what keeps back is the image we developed in other countries- we look bad. The long term implications combined with the external competition - how do we plan to let people know that it may look bad but you really are welcome here, what are the real long implications and how should we deal with it? The impact of our response to all this and how can we mitigate this negative impact?
- NAFSA townhall open to public- using those statements with the intention for advocacy and helping change the narrative, make sure you vote, broader international organizations should be utilized. Also, many of our students are forgiving of the political situation because they have different goals- keep sending positive messages that everyone is welcome here and these things will also pass
- Saudi Arabia- vision 2030- he wants to transform the country – very forward looking- what our engagement with this is- the boom that got us to the huge number of students- money but also talks after 9/11 to bring the countries to better cross cultural communication, need for intercultural communication- new opportunity is how SA is trying to transform itself- their desire to be future leaders has started- this is EnglishUSA needs to get involved and talk directly regarding the role of IEPs in helping their future vision- Are we directly involved in this vision? The answer is no, but the visions of also from other countries- there may be opportunities based on cultural changes not just economic or language
- -JP Guitarez: We need to expect a permanent change in our business- things are never going to go back the same way. Learning English online has accelerated immensely - we need to develop other strategies beyond learning English - we need to start thinking about what we can do to counter the other trends, what is the advantage of learning English in the U.S.?
- - Judy Hendrickson- ACCET: We are being forced to innovate and how we deliver instructions. As an organization they had many webinars to help programs develop expertise and best practices. Institutions are taking challenges and being innovative, experimenting with different approaches to keep students and programs are responding.
- Jason Litzenberg: We will never go back to the new normal. Mark listed many reasons why and other thing we need to understand that we trained great teachers all around the world and students don’t need to be coming to us any longer. Programs may not survive this. This is something that we need to deal for as an industry and find a new niche.
- Mark Algren- More details about new students coming to the U.S.- IIE report- total number of students coming to U.S. is declining but it is declining much more because it is skewed by the OPT visa holders. If this disappears then we will lose even more students. What can we do about it- get actively engaged in advocacy through NAFSA, TESOL, EnglishUSA and meeting with our state representatives- once educational opportunities increase it will attract the students- maintain the luster.
- Patti- it is important for us- we see with immigration suspension the reason behind – green card holders will take jobs from Americans- OPT will be vulnerable- the importance of OPT and educate how the international students help the economy and the employment.
Future of English Language Programs

Collaborative Town Hall

April 24, 2020

To be the recognized voices and leaders in the industry

Mission:

To represent and support English language programs in the USA.

80 university/college-governed intensive English programs

Mission:

To support and strengthen university-governed intensive English program leadership through collegial engagement, applied research, advocacy, and the active promotion of the highest professional standards

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Who’s in the Room?
For the next 60’, we will:

- Talk about a few logistics
- Set the context
- Hear insights from our facilitators
- Questions & Comments
- Share a few announcements (EnglishUSA & IIE)

Meeting Logistics & Context

- Size of group convened
- Format (meeting vs. webinar)
- Questions and comments in the chat box / we will also use raise hand and unmute function during Q & A
- No recording (notes will be provided next week)
- Diversity of program types AND diversity of programs among the types represented

Setting the Context

Many questions submitted in the Google doc have been discussed in previous virtual events. Please feel free to check out website with the Docs and Recordings!

https://www.englishusa.org/page/EUSAWebinars

Setting the Context

Check out “15 Fall Scenarios”, Inside Higher Ed, April 22, 2020 (Anonymous)
Setting the Context

What’s Ahead / What We Know

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Open Doors® Update

opendoors@iie.org

Coming Up

- April 29th, 2:00 (ET) NAFSA’s Town Hall “Policy & Advocacy in the Time of COVID-19: What YOU Can Do to Support Int’l Education”
- April 29th, 4:00 pm (ET) EnglishUSA’s Newest Associate Dashlings Overview
- April 30th, EnglishUSA Engage! online community launches

Continue to support the associations who work hard to support you and your programs!
Contact Information

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Cheryl Delk-Le Good: execdirector@englishusa.org