



**tesol**  
international  
association

## **Governance Review Task Force**

*Report to the Board of Directors*

March 2014

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## Section 1. Executive Summary

### 1.0 Executive Summary

In 2011 the Board of Directors began discussing a variety of issues around governance within TESOL International Association. As defined in authoritative literature in association management such as *The Will to Govern Well*, “governance for associations refers to the various components of the organization and their relative powers, authorities, responsibilities that each possesses, as well as to the composition of each unit and how individuals are selected to participate in each. Governance is about oversight, process, independence, and accountability” (p. 3). In other words, governance is comprehensive; it includes systems, structures, processes, and culture.

Best practices in association management recommend a periodic review of governance to evaluate its efficiency and effectiveness in meeting the membership’s needs. In mid-2012, the Board of Directors decided to launch a governance review of TESOL International Association. Because the board itself had undergone a reconfiguration in recent years, the scope of the review focused on elements outside of the board. This mid-level governance review was to be comprehensive, examining all the related components of the association. The Governance Review Task Force (GRTF) was charged with conducting a review of the association’s governance and making recommendations to the Board of Directors on how TESOL International Association might create a governance system that

- fosters a culture of knowledge, trust, and nimbleness within TESOL International Association
- ensures that all entities within TESOL International Association are high impact and add value to the association
- supports efficient, effective, and strategic decision-making that is responsive to the needs of members and the TESOL profession
- increases the ability of members of the profession to identify and discuss issues and to have input into governing actions that impact them
- supports a leadership pipeline for members
- maximizes the benefits from time and financial investment of members in association governance.

Based on the charge and authoritative literature on association governance, the GRTF developed a vision for effective governance within the association:

To ensure that TESOL International Association has a governance system that efficiently and effectively responds to the evolving needs of TESOL members and the profession; supports communities of practice; facilitates collaboration in a professional learning community; and is built on a culture of knowledge, trust, nimbleness, and transparency.

## Section 1. Executive Summary

The GRTF developed a plan for conducting research and collecting data about the current state of the association's governance, analyzing that data, and developing recommendations. The data collection and analysis would be guided by a framework of principles that was developed from feedback collected from leaders at the 2013 TESOL International Convention. The Framework of Governing Principles is comprised of two *Foundational Principles*, on which three *Instrumental Principles* of effective governance are built:

### *Foundational Principles*

- Strategic Alignment
- Structure and Process

### *Instrumental Principles*

- People, Roles, and Relationships
- Knowledge and Information
- Culture and Engagement

The data collection included a comprehensive review of association governing documents and reports from member groups, surveys of leaders, and the results of focus groups with the Board of Directors and with TESOL staff. The data analysis, based on the Framework of Governing Principles, found that

- The association is spread thin and fragmented.
- The governance system is not integrated; the elements in the system are not strategically aligned.
- The overall structure and accompanying processes have expanded to become complex and bureaucratic, without clarity of purpose or function.
- There is no coherent or readily obvious leadership pipeline, nor a coherent volunteer management process to find the best match between volunteer skills and opportunities.
- Leaders and members desire to contribute meaningfully to the work of the association, be accountable, and receive acknowledgement.
- The mandates of many member groups, and their roles in governance, are not clearly defined.
- Many member groups experience a lack of consistency in work and effort with the annual rotation of leaders.
- The governance system does not provide an efficient means to gather information about the paradigm shifts affecting teaching that would enable the association to meet the rapidly changing needs of members and the field.
- Information flow among board, management, and member groups is problematic.
- The overall organizational culture is focused primarily on structure and process, not on strategy and outcome.
- The organizational culture is almost singularly focused on the annual convention, to the point that many member groups have little activity or function outside of it.

## Section 1. Executive Summary

- The strong culture of inclusiveness and equality in the association and the field often serves as the primary criterion for governance decisions.

Based on these findings, the GRTF has recommended a number of options and alternatives to address these issues. These options and alternatives are plotted along a spectrum comprising four levels, ranging from *no change* to *significant restructuring*. These levels are incremental, each building on the former:

- *Level Zero* maintains the status quo.
- *Level One* recommends strategies to ensure effective and efficient processes, ones that provide for members' professional needs, and value and develop volunteer member leaders.
- *Level Two* includes these processes, but also streamlines committee structure and work so that work groups are designed to match the functions required to carry out TESOL's mission and strategic objectives, as well as ensuring effective use of resources.
- *Level Three* includes processes in Level One, streamlining of committee structures in Level Two, and a reconstitution of interest sections as communities of practice. Through this realignment, affinity groups have the opportunity for increased professional exchanges and growth, without the burden of administrative tasks.

As the Board of Directors deliberates on these recommended options and alternatives, it needs to consider the context in which TESOL International Association carries out its mission—the interconnected global environment of language education and TESOL's culture and values. In addition to considering the levels and the strategies within them, the GRTF recommends that the board develop an implementation and communications strategy. The implementation strategy would include a timeline for a phased implementation of strategies, as well as a statement of principles, such as those that guided the GRTF's work:

- At all stages there will be requests for feedback.
- The board commits to being open and transparent.
- The Board commits to involving volunteer leaders.
- Changes will not be made just for the sake of change.
- Implementation will improve the membership experience.

## Section 2. Background

### 2.0 History

Setting aside ad hoc efforts (creation of a new interest section, dissolution of a committee), TESOL International Association has formally revised its governance only twice in the past 20 years:

- Restructured the (former) Legislative Assembly and Executive Board (1994)
- Reconfigured the Board of Directors (2004)

Reconfiguring the Board of Directors resulted in the creation of the Leadership Councils, as well as the Convention Committee. Subsequent to the 2004 board reconfiguration, two additional, minor revisions to the association's governance occurred:

- Transition of the caucuses (2006)
- Leadership Council review (2009)

For each of these past four efforts, the review was limited to a specific component of the association. The association has not undertaken a large-scale, comprehensive review of the governance that supports and implements its strategic objectives and helps deliver services and products to its members in at least two decades. In the twenty-first century, the environment for English language teaching worldwide has changed. Through technology, language educators have become more interconnected and a variety of different fora exist for language educators to interact, network, and develop their knowledge and skills.

In this challenging environment, starting in 2011, the Board of Directors began discussing a variety of issues around governance within the association. As defined in authoritative literature in association management such as *The Will to Govern Well*, "governance for associations refers to the various components of the organization and their relative powers, authorities, responsibilities that each possesses, as well as to the composition of each unit and how individuals are selected to participate in each. Governance is about oversight, process, independence, and accountability" (p. 3). In other words, governance is comprehensive; it includes systems, structures, processes, and culture.

### 2.1 Rationale

Associations are unique organizations that evolve over time, and many aspects of an association's governance exist due to legacy: They were created to respond to a specific need at a given time. However, as an association's membership changes, or as it faces different challenges, a system of governance that served well at one time may no longer be satisfactory. Best practices in association management recommend a periodic review of governance to evaluate its efficiency and effectiveness in meeting the needs of the membership.

The purpose of such a review is not about reinventing the association's governance system, or *revolution*, but improving it, or *evolution*. In other words, the governance review is an opportunity to take a step back and examine whether the various components of the association (standing committees,

## Section 2. Background

leadership councils, interest sections, etc.) and their accompanying processes are still the most efficient and effective means to meet members' needs. The results of a well-implemented governance review provide an association the opportunity to increase efficiency and become more responsive to member needs, make volunteer service more meaningful, and respond more fully to environmental changes.

### 2.1 Task Force Selection and Charge

In mid-2012, the Board of Directors decided to launch a governance review of TESOL International Association. As the board itself has undergone a reconfiguration in recent years, the scope of the review focused on those elements outside of the board. In other words, the review continues the effort that started with the board reconfiguration. This midlevel governance review would be comprehensive and would look at all the related components of the association. Although board structure was not part of the scope of review, the board would be impacted by the other elements of governance: process and culture, as well as any changes that might occur in structure.

After deciding to launch the midlevel governance review, the board decided to appoint a task force of leaders to conduct it. In identifying candidates to serve on the task force, the Executive Committee decided that, rather than employing a *constituency-based approach* (i.e., with members representing different groups within the association), they would employ a *competency-based approach* to find the individuals with the right qualities to execute this important task. To that end, a series of questions was developed to identify potential candidates to serve:

#### *Questions for Candidates for the Governance Review Task Force*

1. Has the candidate demonstrated a strategic level of thinking?
2. Has the candidate demonstrated basic leadership skills (not the ability to manage, but the ability to lead)?
3. What has the candidate done to show that he/she can move people and an organization in the right direction?
4. Does the candidate understand association governance (structure, process, culture)?

In assembling the task force, the Executive Committee also wanted to ensure a group with a diversity of leadership experience in the association, including former board members, interest section leaders, and affiliate leaders. In the third quarter of 2012, the following individuals were appointed to serve on the GRTF:

- Brock Brady, Kensington, Maryland, USA (Chair)
- Misty Adoniou, Watson, ACT, Australia
- Kevin Knight, Kawasaki, Japan
- Joe McVeigh, Middlebury, Vermont, USA

## Section 2. Background

- Denise Murray, San Jose, California, USA
- Allison Rainville, Lunenburg, Massachusetts USA
- Renate Tilson, Toronto, Ontario, Canada

Suzanne Panferov was appointed board liaison and John Segota staff liaison.

In June 2013, Denise Murray became the chair of the GRTF after Brock Brady resigned because of professional obligations. At that same time, Suzanne Panferov was appointed to serve as a full member of the task force. The GRTF was given the following charge:

The goal of the task force is to make recommendations to the Board of the Directors on how TESOL International Association can meet the following vision for effective governance.

To create a governance system that:

- fosters a culture of knowledge, trust, and nimbleness within TESOL International Association
- ensures that all entities within TESOL International Association are high impact and add value to the association
- supports efficient, effective, and strategic decision-making that is responsive to the needs of members and the TESOL profession
- increases the ability of members of the profession to identify and discuss issues, and to have input into governing actions that impact them
- supports a leadership pipeline for members
- maximizes the benefits from time and financial investment of members in TESOL International Association governance

To meet this goal, the task force will conduct a systemic review and analysis of all components of midlevel governance of TESOL International Association, and—as warranted—make recommendations for changes.

Although the GRTF was charged with conducting research into the governance of TESOL International Association, the purpose was not to evaluate the performance of individual components such as specific committees or interest sections. Underlying this process is a recognition that TESOL International Association operates in a very different environment today than it did 20 or 30 years ago. Members have different value expectations and new demands on their time, so associations must adapt and evolve accordingly. Additionally, the field has an increasing number of free and fee-based services. This affects not only an association's programs and services but also its governance system.

### 2.2 Guiding Principles

In addition to the charge, the GRTF's work was guided by the following principles:

## **Section 2. Background**

- The process and subsequent recommendations will be data driven.
- At all stages there will be requests for feedback.
- The GRTF commits to being open and transparent.
- The GRTF commits to involving volunteer leaders.
- Changes will not be recommended just for the sake of change.
- Recommendations will improve the membership experience.

## Section 3. Process

### 3.0 Plan and Timeline

Once assembled, the GRTF began its work by reviewing authoritative literature in association governance and discussing what can be a very abstract concept. Following recommendations from authoritative literature, the first step of the GRTF was to develop its plan and timeline for conducting the review:

*Table 3.1 Governance Review Simplified Plan and Timeline*

Phase	Process	Timeline
1	Develop plan, vision, outcomes, and performance indicators	September 2013–March 2013
2	Conduct research and analysis	April 2013–October 2013
3	Design recommendations	November 2013–March 2014
4	Approve and implement recommendations	

*Note.* See Appendix A for detailed governance review plan and timeline.

Whereas the GRTF is responsible for Phases 1–3, the Board of Directors is responsible for approving and implementing the recommendations. Thus, no specific timeline for Phase 4 has been determined. Each phase is composed of multiple objectives and action steps, including outreach to leaders and members.

Based on the charge and authoritative literature, the GRTF developed a vision for governance within the association:

To ensure that TESOL International Association has a governance system that efficiently and effectively responds to the evolving needs of TESOL members and the profession; supports communities of practice; facilitates collaboration in a professional learning community; and is built on a culture of knowledge, trust, nimbleness, and transparency.

### 3.1 Data Collection and Analysis

The GRTF began its work by mapping out a process to collect and analyze data relating to governance in the association. The figure below illustrates the steps taken to collect data, noting that all activities are centered on the association’s mission and strategic plan, as well as the task force’s charge.

### Section 3. Process

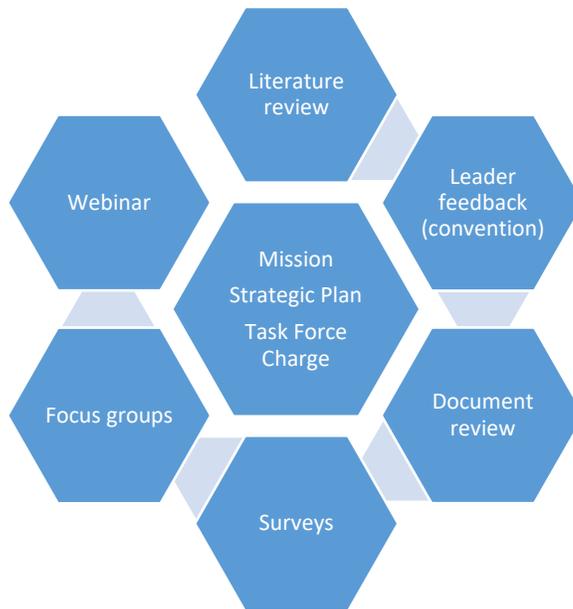


Figure 3.1. Data Collection Process

With the literature review complete, the GRTF initiated the research and analysis phase of the plan at the 2013 TESOL International Convention in Dallas, Texas, by providing updates to association leaders on their progress and collecting some preliminary feedback. Specifically, the Board of Directors and participants at the Leadership Briefing and the Affiliate Assembly were provided an overview of the GRTF’s work, and then asked to provide their feedback in response to a series of statements relating to governance of the association. These statements were based on the literature review, the association’s mission and strategic plan, and the GRTF’s charge (see Figure 3.2).



Figure 3.2. Governance Themes Input

## Section 3. Process

The following statements concerning effective governance were shared with leaders at the 2013 convention for their feedback and response. Specifically, leaders were asked to review the statements and identify what each would look like from their perspective.

- clear roles and responsibilities within the association
- clear communication and sharing of knowledge and expertise within the association
- making the best use of the association’s resources (time, money, and expertise)
- ensuring all member groups within the association have high impact and are able to contribute their knowledge and expertise
- responding to issues that are important to the TESOL profession
- nurturing leadership and advocacy within the TESOL profession

### 3.1.1 Framework of Governing Principles

Using this feedback from leaders, the GRTF developed a framework for effective governance with a series of outcome statements and performance indicators. Figure 3.3 illustrates how the governing principles were developed.

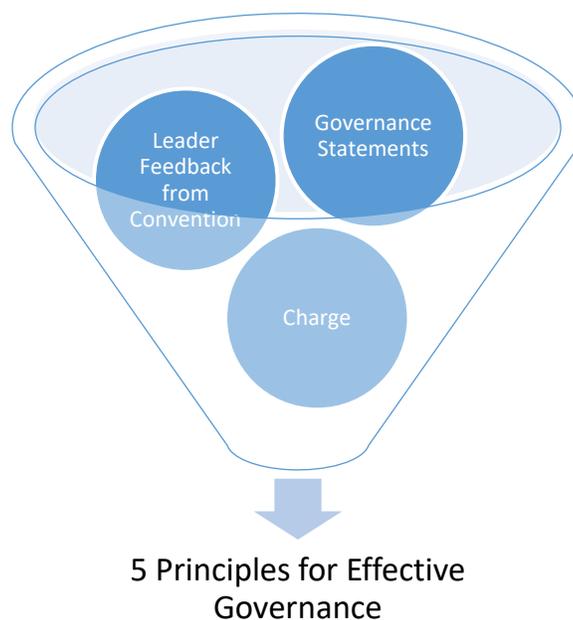


Figure 3.3. Input for Framework of Governing Principles

The Framework of Governing Principles guided further collection of data in the governance review process. It comprises five principles: two *Foundational Principles*, on which three *Instrumental Principles* of effective governance are built. These five principles incorporate the three core elements of association governance (structure, process, and culture), and the desired attributes of effective

## Section 3. Process

governance (knowledge, trust, and nimbleness). The framework is summarized below (for complete framework, see Appendix B).

### *Foundational principles*

- Strategic alignment
- Structure and process

### *Instrumental principles*

- People, roles, and relationships
- Knowledge and information
- Culture and engagement

### **3.1.2 Document Review**

Following the development of the governing principles framework, the GRTF reviewed all the relevant documents relating to the governance of the association. They focused on TESOL's standing rules, which serve as a form of internal legislation. The standing rules govern many of the association's main components, such as committees, interest sections, councils, resolutions, and affiliates, and only the Board of Directors has the authority to change them. In addition, the GRTF reviewed reports from committees, councils, and interest sections; governing rules for the interest sections; and other documents such as handbooks and procedures: The complete list of documents included in the document review is as follows:

- Bylaws
- Standing rules
  - Committees
  - Affiliate and Interest Section Leadership Councils
  - Interest sections
  - Resolutions process
- Reports
  - Committees
  - Leadership councils
  - Interest sections
- IS Governing Rules
- IS Leader Handbook
- Assembly minutes

The review examined how member groups' goals aligned with TESOL International Association's strategic directions, as well as how the groups' actions aligned with their goals (for a detailed document review, see Appendix C).

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### 3.1.3 Surveys

The GRTF's second task focused on collecting input from current leaders about their experience within the association. To collect this input, the GRTF sent a survey to committees, interest section leaders, and members of the Interest Section Leadership Council and Affiliate Leadership Council. The leaders were segmented as follows:

- Committee chairs
- Committee members
- IS chairs and chairs-elect
- Other IS leaders
- IS and Affiliate Leadership Council members

The survey asked leaders to respond to a series of statements about their experience with the governance of the association, using a six-point Likert scale. The survey questions were designed around the five principles in the framework. Surveys were customized for the different groups. Overall, the questions were the same; however, *committee* was used for committee surveys, and *interest section* was used for interest sections. Committee chairs were asked additional questions about their experience as chairs. Below are examples of those statements:

- I understand the decision-making process within TESOL International Association.
- The work I do on behalf of TESOL International Association makes the best possible use of my knowledge, skills, and experience.
- I understand how knowledge and information are cultivated and disseminated throughout TESOL International Association and the role my committee plays in that process.

Depending on the leadership position held, some participants were also asked a series of short-answer questions on the same topics. All participants were given the opportunity to provide additional comments on the survey. The analysis of the qualitative data identified a number of recurring themes:

- the need for clarity of roles, relationships, authority, decision-making, and strategic directions
- the desire for meaningful contributions, acknowledgement, and accountability
- inefficiencies in the current governance system

(See Appendix D(i) for the quantitative results of the surveys and Appendix D(ii) for an analysis of the qualitative results of the survey.)

### 3.1.4 Focus Groups

The GRTF's third task focused on the experiences of the Board of Directors and TESOL staff. To collect this data, the GRTF held several focus groups around the October 2013 meeting of the Board of Directors in Alexandria, VA, USA. As with the document review and the surveys, the Framework of

## Section 3. Process

Governance Principles guided the questions and discussions. The focus groups were also asked, however, to discuss their roles as board liaison and staff liaison to member groups. Led by members of the GRTF, the focus group discussions were recorded and the responses analyzed. The analysis used the recurring themes identified in the survey qualitative data (see Section 3.1.3) to triangulate the data and determine whether the committee and interest sections leaders' experiences were mirrored in the experiences of board members and staff. (See Appendix E(i) for the analysis of the board focus groups and Appendix E(ii) for the analysis of the Staff focus groups).

### 3.1.5 Environmental Scan

To complete the final part of its data collection and analysis, the GRTF used the data it had collected and the knowledge it had acquired through its reading of authoritative literature to respond to a series of four knowledge-based questions in order to carry out an internal and external environmental scan:

- What do we know about our stakeholders—needs, wants, and preferences?
- What do we know about the current realities and evolving dynamics of our environment?
- What do we know about TESOL International Association's capacity and strategic position as it relates to governance?
- What are the ethical implications of our choices?

Answering these questions led the GRTF to develop strategies for improvement and to consider these strategies' advantages and disadvantages, as outlined in Section 4. (See Appendix F for a summary of the data from the environmental scan.)

## Part 4. Findings and Conclusions

### 4.0 Findings and Conclusions

Based on a thorough analysis of the data, a series of findings and conclusions about TESOL's governance system was reached.

#### 4.1 Strategic Alignment

##### **The association is spread thin and fragmented.**

With 21 interest sections, two leadership councils, and 18 board and standing committees, the finite resources of the association (both human and financial) are spread extremely thin. This issue is most apparent when considering the practice of assigning a board and staff liaison to each committee and leadership council. The association has insufficient resources to support effective and meaningful interaction between the board, management, and all the member groups.

As the number of member groups has grown over time, they have become fragmented, serving smaller and more specialized segments. This increase in the number of member groups has also led to more than one group serving the same interest or function. This lack of coordination is reflected in the data reported from leaders of interest sections and committees, where they almost consistently reported knowing the role of their own member group but having little knowledge of how their group functions in relation to the others or to the governance system as a whole. As a result, other than intersection sessions at the annual convention, most member groups work in silos, with little interaction with other member groups.

##### **The governance system is not integrated; the components of the system are not strategically aligned.**

As the various components of the governance system have grown over time, little consideration has been given as to how they should interact with each other. The various process elements of the association appear to have been created in an ad-hoc manner; little information is available on how the various processes of the member groups are to work together as a system. For example, official business at the annual convention is conducted at three different meetings: the Interest Section Assembly, the Affiliate Assembly, and the Annual Business Meeting. Examination of the content of these meetings shows that they are not strategically aligned, and member leaders report that they have no interaction with each other. The review of TESOL's standing rules reinforced this conclusion: The three official meetings are not aligned structurally or procedurally.

In addition, the strategic plan does not appear to be driving the work of many of the member groups. Although some member groups reported some knowledge of the association's strategic direction, many others did not, nor did they give any indication of how the strategic plan might impact their work.

## Part 4. Findings and Conclusions

### 4.2 Structure and Process

**The overall structure and accompanying processes have expanded to become complex and bureaucratic, without clarity of purpose or function.**

One of the clearest indications from the data that the governance system's structure and process have become confused is the numerous rules, duties, meetings, reports, and requirements that have arisen. However, many of these procedures, processes, and even specific member groups lack a clear purpose or function. For example, whereas some standing committees have a clear function, others are built around an issue or theme but do not have a clearly defined purpose.

The complexity of the governance system has also led to some confusion or misinformation about the nature of the association itself. Several aspects of governance (e.g. delegates from interest sections and affiliates attending assembly meetings, dues paid by affiliates) suggest TESOL International Association is almost a federation of organizations. However, because interest sections are not autonomous organizations, and affiliates do not have a formal role in TESOL International Association governance, TESOL is not a federation.

The growth of the system into a bureaucracy is best exemplified by two examples: the Standing Rules, and the governance meetings at the annual convention. The GRTF's review of the Standing Rules showed them to be very prescriptive, focusing on tasks and duties rather than strategic function. Because the rules have grown in length and detail, simply maintaining them takes time and resources.

Similarly, the official meetings in and around the annual convention have become so numerous that they interfere with the academic participation of member leaders. The Board of Directors meeting, and the various committee, interest section, affiliate, and other meetings mean that approximately 170 hours are needed just for association governance.

Perhaps most telling is that, despite all the various association governance procedures and processes, the association has no established practice or protocol to regularly evaluate or review member groups or other aspects of its governance. Although some Standing Rules discuss requirements for maintaining a member group's status, no clearly established mechanisms have been developed for regular review or dismantling of groups or structures that have become obsolete.

## Part 4. Findings and Conclusions

**There is no coherent or readily obvious leadership pipeline, nor a coherent volunteer management process to find the best match between volunteer skills and opportunities.**

Identifying a pipeline for members to take up leadership roles was so important that it was included in the GRTF's charge. Analysis of the governance system reveals, however, that the association has no coherent or obvious pipeline for leaders or pathway to leadership.

Moreover, the association has no coherent or strategic volunteer management system to effectively match volunteer skills and opportunities. Although the association has begun addressing this issue, no systemic orientation or training of volunteers and leaders currently exists. In addition, those who wish to volunteer and serve the association often encounter barriers and disincentives. Most opportunities arise, for example, only through attendance at the annual convention or through nomination for a slot on a ballot.

Members also reported that current processes do not always choose the best or most effective leaders. Many leadership positions are filled by elections, but elections are not the most effective to match volunteer skills with association needs.

### 4.3 Roles and Relationships

**Leaders and members desire to contribute meaningfully to the work of the association, be accountable, and receive acknowledgement.**

One clear finding was that regardless of their role, leaders have a strong desire to contribute to the work of the association. However, many leaders indicated that the work they are asked to do is primarily administrative and not as meaningful as it could or should be. Moreover, leaders report not receiving much feedback or guidance in their work. Some report a lack of response to carefully crafted recommendations and suggestions. Leaders and members also said that although they want to make meaningful contributions or recommendations and they want to be heard regarding any significant changes to the association, they do not know how to do that.

**The mandates of many member groups, and their roles in governance, are not clearly defined.**

Contributing to these inconsistencies is the fact that the mandates of many member groups, and their roles in governance, are not clearly defined. For example, the document review revealed that some standing committees have clearly defined functions and activities, while others are built around an issue without any clear purpose or function. Still other committees have only occasional duties depending on actions outside of their scope. Member leaders reinforced this observation: Some reported that they were unsure of their roles or the scope of their authority, and other said that they struggled with identifying how to fulfill their charge.

Similarly, the role that different member groups have in governance and decision-making is not clear. Interest sections and affiliates have a number of meetings and functions at the annual convention, but leaders of these groups said that they did not see how these meetings and

## Part 4. Findings and Conclusions

functions connect to the decision-making process, especially because the association business meetings they are asked to attend occur separately from the official governance meetings during the convention.

### **Many member groups experience a lack of consistency in work and effort with the annual rotation of leaders.**

Many member groups reported that the rotation of leaders caused a lack of consistency in their work and effort. Owing in part to the fact that many have unclear charges or functions, the effectiveness of individual member groups appears to rely heavily on the personality and effectiveness of the groups' leaders at any given time. Those member groups that do appear to have the most impact, or are the most satisfied with their work, have a clearly defined function and productive charge or a strong, shared sense of purpose.

### **4.4 Knowledge Exchange**

#### **The governance system does not provide an efficient means to gather knowledge and information about the paradigm shifts affecting teaching in order to inform the association to meet the rapidly changing needs of members and the field.**

An effective association governance system facilitates knowledge and information exchange to enable the association to meet the rapidly changing needs of its members and the field it represents. However, the current system does not promote or facilitate effective collaboration among member groups for the purposes of coordinating efforts and exchanging information.

#### **Information flow among board, management, and member groups is problematic.**

The data indicate that the flow of information among the Board of Directors, management, and member groups is problematic. In large part, leaders reported that they did not understand the association's strategic directions or its decision-making process. Moreover, they perceived the board's work as lacking transparency, and many leaders do not clearly understand the lines of authority within the association. For example, the feedback from some leaders suggested that they believed their member groups had some level of independence from TESOL International Association, which is not the case.

### **4.5 Culture and Engagement**

#### **The overall organizational culture is focused primarily on structure and process, not on strategy and outcome.**

The data revealed that the current governance system is focused on structure and process without a clear strategy. The association has a great deal of information about the tasks, duties, and requirements of member groups but very little information—if any—as to their strategic purpose. In other words, the standing rules go to great lengths detailing how to submit reports, how many meetings are to be held, and so forth, but provide little information about how

## Part 4. Findings and Conclusions

member groups might contribute meaningfully to advancing the association's strategic direction (outside of having sessions at the annual convention).

**The organizational culture is almost singularly focused on the annual convention, to the point that many member groups have little activity or function outside of it.**

For many member groups, the annual convention is the center of the TESOL universe, with many aspects of governance connected directly to it. Other than elections and the Board of Directors meetings, most other governance functions occur at the convention. According to the standing rules, the primary function of interest sections is to adjudicate proposals for the convention. The work of the leadership councils is primarily focused on running meetings at the convention. In the absence of a clearly defined role or function, many committees focus their work on creating presentations for the convention.

Although the annual convention is the single largest professional development event for the field and the association, focusing solely on the convention limits opportunities for the association and its members. First and foremost, it fails to engage the expertise of member groups and leaders throughout the remainder of the year, and it distracts association resources and energies from alternative means of knowledge sharing. This cultural legacy has substantially defined the association as the TESOL convention.

**The strong culture of inclusiveness and equality in the association and the field often serves as the primary criterion for governance decisions.**

There has been a long tradition of advocacy for equality and social justice within the TESOL field, in no small part because in many places the field serves a historically disenfranchised population of students. These cultural elements are often carried over to matters of association governance and become the primary criteria driving some decisions. Although this focus is appropriate for the public policy or advocacy issues the association seeks to address, it may be ineffective for dealing with internal governance issues.

To a large extent, many of the issues uncovered during this review are legacy issues. Like many professional associations, TESOL International Association has evolved organically over time, yet many decisions and processes that are still followed were implemented at different stages of the association's development. Some elements of structure and process are kept alive long after their usefulness had ended, either out a reluctance to appear too heavy-handed, or out of a fear of disenfranchising some groups and individuals.

## Part 4. Findings and Conclusions

### **4.6 Environmental Scan**

TESOL International Association operates in an interconnected global environment of language education. This environment is constantly changing, but it is characterized by increased worldwide demand for English, with increasing numbers of providers, increased uses of technology, and continued reductionist views of both teaching and assessing learning outcomes.

## Part 5. Recommendations (Options and Alternatives)

### 5.0 Strategies for Change

Based on the analysis of the data, the GRTF recommends a number of options and alternatives to address the issues identified in the review. As the Board of Directors deliberates on these recommended options and alternatives, it needs to make decisions that consider the context in which TESOL International Association carries out its mission—the interconnected global environment of language education and TESOL’s culture and values, as discussed in the environmental scan (see Figure 5.1).

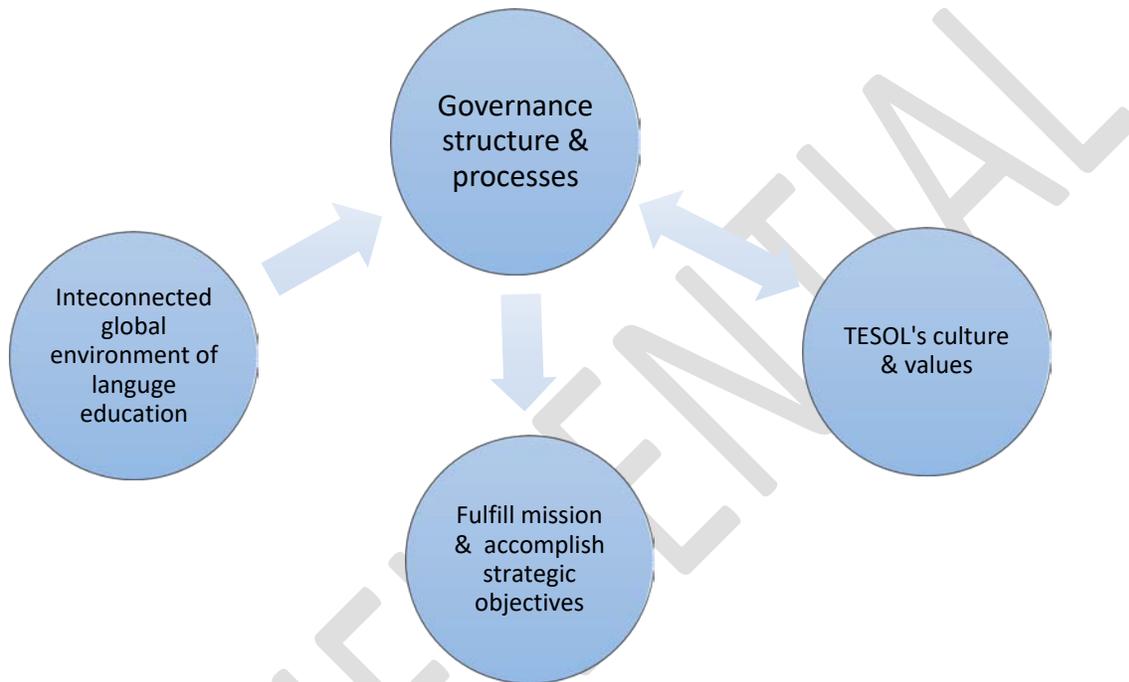


Figure 5.1. The context for decision-making

The recommended options and alternatives are plotted along a spectrum comprising four levels ranging from *no change* to *significant restructuring* (see Figure 5.2). Within each level are recommended strategies organized into the framework categories: efficient and effective structure, roles and relationships; knowledge exchange; volunteer leadership development and engagement; and strategic alignment.

## Part 5. Recommendations (Options and Alternatives)

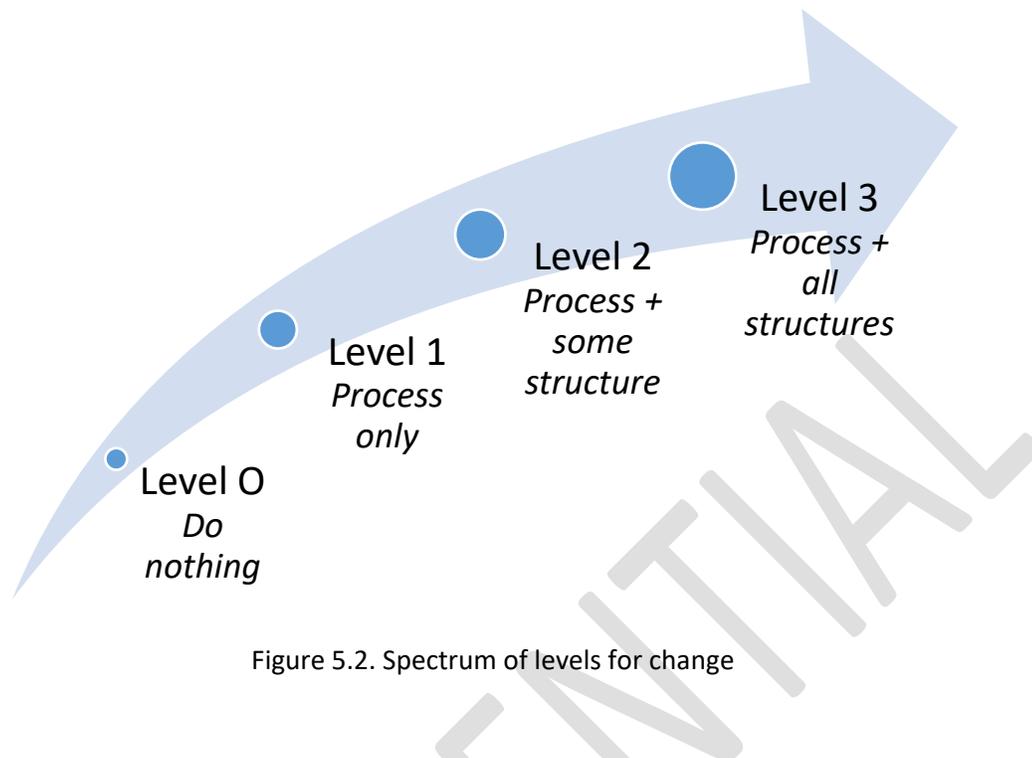


Figure 5.2. Spectrum of levels for change

Level Zero maintains the status quo. Levels One through Three provide a series of recommended strategies that can help TESOL International Association move toward a governance system built on knowledge, trust, and nimbleness, one that can effectively and efficiently carry out its mission and strategic objectives and deliver services and products that members need and want. These levels are incremental, each building on the former.

- *Level One* recommends strategies to ensure effective and efficient processes that provide for members' professional needs and value and develop volunteer member leaders.
- *Level Two* includes these processes, but also streamlines committee structure and work so that work groups are designed to match the functions required to carry out TESOL's mission and strategic objectives, as well as ensuring effective use of resources.
- *Level Three* includes processes in Level One, streamlining of committee structures in Level Two, and a reconstitution of interest sections as communities of practice. Through this realignment, affinity groups have the opportunity for increased professional exchanges and growth, without the burden of administrative tasks.

A macro level view of these four levels is provided in Table 5.1. Complete details of recommended strategies within each option are provided, along with the advantages and disadvantages of each strategy in Appendices G and H.

Table 5.1 Macro View of Levels

## Part 5. Recommendations (Options and Alternatives)

Level 0	Level 1	Level 2	Level 3
<p>Status quo</p>	<p>Strategies to ensure processes are effective and efficient.</p>	<ul style="list-style-type: none"> <li>• Strategies to ensure processes are effective and efficient.</li> <li>• Committee restructuring according to needed functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to ensure processes are effective and efficient.</li> <li>• Committee restructuring according to needed functions.</li> <li>• Reconceptualizing interest sections as communities of practice (CoPs) with no bureaucratic work or impediments.</li> </ul>
<p><b>Advantage:</b> This level seems to be cost-free, easy, and quick.</p>	<p><b>Advantage:</b> Better understanding of scope of work, authority, and the bigger picture.</p> <p>Provides greater clarity of roles thereby enhancing communication and knowledge exchange.</p>	<p><b>Advantage:</b> Aligns committee structure with strategic objectives, thereby providing better focus on meeting member needs.</p> <p>Would be a more effective use of member expertise, staff resources, and more responsive to change.</p>	<p><b>Advantage:</b> More opportunities for members to share knowledge and experiences.</p> <p>May engage more members in CoPs that speak to their interests year-round.</p>
<p><b>Disadvantage:</b> Dysfunctions remain so that member and volunteer member leaders' needs are not met.</p>	<p><b>Disadvantage:</b> Many strategies will take time to develop and implement.</p> <p>Association remains spread thin; structural issues remain.</p>	<p><b>Disadvantage:</b> Some members may feel disenfranchised.</p> <p>May result in fewer volunteer opportunities among committees.</p>	<p><b>Disadvantage:</b> Most complex: requires significant time to develop and implement.</p> <p>Some ISs may feel disenfranchised.</p>

## Part 5. Recommendations (Options and Alternatives)

### 5.1 Implementation

In addition to considering the levels of change and their respective strategies, the GRTF recommends that the board develop an implementation and communications strategy. The implementation strategy would include a timeline for a phased implementation of strategies, as well as a statement of principles, such as those that guided the GRTF's work:

- At all stages there will be requests for feedback.
- The board commits to being open and transparent.
- The board commits to involving volunteer leaders.
- Changes will not be made just for the sake of change.
- Implementation will improve the membership experience.

The communication strategy would need to include a timeline for

- who to communicate with
- when to communicate
- what to communicate
- how to communicate

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## Appendix A. Governance Review Plan & Timeline

Phase	Objectives	Action Steps	Timeline
<b>1. Develop Vision, Outcomes, and Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Define success – what are the attributes of good association governance?                             <ul style="list-style-type: none"> <li>○ Culture of Knowledge, Trust, and Nimbleness</li> </ul> </li> <li>• Establish common definitions                             <ul style="list-style-type: none"> <li>○ Association governance = structure, process, and culture</li> </ul> </li> <li>• Confirm scope of review</li> <li>• Ensure transparency</li> <li>• Raise awareness to build consensus</li> </ul>	<ul style="list-style-type: none"> <li>• Review authoritative literature on association governance</li> <li>• Define vision, outcomes, and performance indicators</li> <li>• Develop plan for governance review</li> <li>• Engage in discussion with Board and leadership on vision, outcomes, and definitions</li> <li>• Report on plan to Board and leadership</li> <li>• Inform membership through TESOL media</li> </ul>	September 2012 – March 2013
<b>2. Conduct Research and Analysis</b>	<ul style="list-style-type: none"> <li>• Conduct research and objective analysis of TESOL governance</li> <li>• Create opportunities for stakeholder input</li> <li>• Ensure transparency</li> <li>• Raise awareness to build consensus</li> </ul>	<ul style="list-style-type: none"> <li>• Develop data collection tools                             <ul style="list-style-type: none"> <li>○ Surveys</li> <li>○ Focus groups</li> <li>○ Interviews</li> </ul> </li> <li>• Research governance in other associations</li> <li>• Collect data and compare results with vision, outcomes, and performance indicators</li> <li>• Report findings to Board and leadership</li> <li>• Inform membership through TESOL media</li> </ul>	April – October 2013
<b>3. Design Recommendations</b>	<ul style="list-style-type: none"> <li>• Develop improvements to governance to support vision and outcomes</li> <li>• Ensure transparency</li> <li>• Raise awareness to build consensus</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what aspects of governance require change                             <ul style="list-style-type: none"> <li>○ Structure</li> <li>○ Process</li> <li>○ Culture</li> </ul> </li> <li>• Design new governance model</li> <li>• Develop implementation plan</li> <li>• Report results to Board and leadership</li> <li>• Inform membership through TESOL media</li> </ul>	November 2013 – March 2014
<b>4. Approve and Implement Recommendations</b>			

## **Appendix B. Principles of Effective Governance for TESOL International Association**

The following principles of effective governance for TESOL International Association provide a guiding framework for the further collection of data in the governance review process. The framework has been developed substantially from the data collected from the leadership activities conducted at the 2013 TESOL International Convention, but alongside discussions from the GRTF and their engagement with the literature around effective governance.

The framework is comprised of five principles: two Foundational Principles, upon which three Instrumental Principles of effective governance are built. The Principles incorporate the three core elements of association governance (structure, process, and culture), the desired attributes of effective governance (knowledge, trust, and nimbleness), with the following feedback provided by TESOL leaders:

- Organizations must respond to the changing contexts they operate within. The strength of any organization is not in its structure per se, but the extent to which its structure makes effective use of the strengths of its people.
- Governance structures enable effective knowledge sharing and communication between the components and members of TESOL International Association.
- Governance reflects the people in the organization and enables the voices of all the people in the organization to be heard

### *Foundational Principles*

#### **1. Strategic Alignment**

- Alignment - All parts of the association operate in concert with the agreed upon strategic direction of the association.
- Accountability - Governance components reflect, enable, and are accountable to the association's strategic direction
- People understand the association's strategic priorities clearly enough to be able to make and execute decisions in a timely manner.

#### **2. Structure and Process**

- Structure - Structures enable – rather than hinder – the ability to make decisions and take action most critical to success.
- Process - Processes are designed to produce effective and timely decisions and action.
- Accountability - Governance structures and processes must ensure that fiduciary and ethical responsibilities are met.

## **Appendix B. Principles of Effective Governance for TESOL International Association**

### *Instrumental Principles*

#### **3. People, Roles, and Relationships**

- Roles – Individuals and components understand their roles, accountability, and authority in decision-making.
- Relationships – Individuals and components understand the relationships between parts of the association.
- Leadership – The association is able to engage the best and most qualified people to positions where they can have the most impact.
- Representation – All stakeholders are appropriately represented in the decision-making process.

#### **4. Knowledge and Information**

- Knowledge – Structures and processes enable the cultivation and dissemination of knowledge to members, components, and stakeholders.
- Information – People in decision-making roles have the appropriate information they need – when and how they need it – to make rational, data-driven decisions.
- Communication – Members and components have sufficient information to help them understand the work done on their behalf by the association.

#### **5. Culture and Engagement**

- Culture – Organizational culture reinforces prompt, effective decisions and action throughout the association.
- Behaviors – Leaders at all levels consistently demonstrate effective stewardship, collaboration, accountability, inspiration, and decision behaviors.
- Engagement – Members are engaged appropriately in the decision-making process.
- Innovation – Governance structures and processes enable innovation and creativity within the association.

## Appendix C(i). Standing Committees Documents Review

Table 1. Alignment of Standing Committees' Goals to TESOL's Strategic Directions

Committee	SC goals/charge	Strategic Plan Goal 1	Strategic Plan Goal 2	Strategic Plan Goal 3
		<i>English language learners receive quality education through TESOL International Association's leadership in the field.</i>	<i>TESOL International Association members participate in the association to build expertise and are recognized for their involvement and professionalism.</i>	<i>Individuals and organizations look to TESOL International Association to inform policy and practice.</i>
<b>Awards</b>	To coordinate the review and selection procedures for the various TESOL awards and grants that have been approved by the Board of Directors, with the exception of the Presidents' Award, Alatis Award, and Distinguished Research Award.	√ (indirectly)	√	
	To announce and publicize all TESOL awards and grants except the Presidents' Award			√
	To recommend to the Board of Directors the establishment of new awards and grants and the termination of existing awards and grants.		√	
<b>Book Publications</b>	To serve as an acquisitions and review committee to develop appropriate 5-year publishing plans for the publication of books that support TESOL's mission and the needs of its members		√	
	To identify authors/editors to contribute manuscripts appropriate to those plans		√	
	To identify potential books including:		√	

## Appendix C(i). Standing Committees Documents Review

	1. Texts for use in teacher education courses		
	2. State-of-the-art books and collections on current issues and approaches in English language instruction	√	
	3. Resource books and materials for classroom teachers and program administrators		
	4. Classroom materials of special interest to TESOL members		
		√	
	To publish books that:	√	√
	1. Are of high academic quality and are written and published to the highest professional standards		
	2. Serve the needs and interests of a broad spectrum of TESOL members by being topics in demand		
	3. Represent the best current thought, research, and educational practice in English language instruction	√	
	4. Serve to enhance TESOL's image among the academic and educational community		
	5. Have been assessed for market demand as best sellers in TESOL's market niche		
<b>Diversity</b>	To focus attention on valuing diversity within the global profession of TESOL and inclusiveness throughout the association. Diversity shall include, but is not limited to, the following: race, ethnicity, religious belief, gender, sexual orientation, socioeconomic class, disability, cultural and linguistic background, national origin, and age.	√	√

## Appendix C(i). Standing Committees Documents Review

	To identify internal and external strategies, concerns, and recommendations to ensure the participation of underrepresented and marginalized populations within the global profession of TESOL and integrate inclusiveness within the TESOL association.	√	√
	To align TESOL's strategic plan with inclusiveness.		√
	To monitor/evaluate diversity efforts and bring any issues or concerns to the Board's attention.		
<b>Employment Issues</b>	To serve as a forum for members to discuss employment issues and concerns in the field of English language education, including  a. equal employment, hiring, and retention for underrepresented groups;  b. nonnative-speaker employment; and  c. part-time, adjunct, contingent, and temporary employment.	√	√
	To make recommendations to the Board of Directors on ways in which TESOL can address employment issues and concerns within its status as a nonprofit education association.	√	√
<b>Global Professional Issues</b>	To serve as a forum for members outside the United States on profession-related issues;	√	
	To identify, discuss, and develop recommended solutions for professional issues affecting the TESOL field outside the United States;	√	√
	To draft, or supervise the drafting of, position statements and papers for Board review and approval;		√

## Appendix C(i). Standing Committees Documents Review

	To make recommendations to the Board of Directors on ways in which TESOL can address global issues.			√
<b>Membership</b>	To request and periodically review data related to the organization's membership trends.		√	
	To review and provide input for an action plan to meet membership development goals in alignment with the strategic plan.			
	To periodically review and provide feedback on recommendations to change member benefits and services.			
	To provide two committee members to serve on the Credentials Committee for the Annual Business Meeting.			
<b>Nominating</b>	To select the candidates for the TESOL elections			
<b>Professional Development</b>	To determine the professional development needs of TESOL members		√	√
	To identify developments in the English language instruction field as well as other areas that may have an impact on the profession	√	√	√
	To identify trends, issues, and other related areas for TESOL to offer professional development programming	√	√	√
	To produce, in coordination with staff and TESOL's strategic plan, a TESOL Professional Development Agenda, the planning document for TESOL's education programs/professional development activities		√	√
	To recommend specific programs, presenters, speakers, and delivery systems that are consistent with the Professional Development Agenda		√	

## Appendix C(i). Standing Committees Documents Review

	To determine the effectiveness of each program as well as the overall professional development effort	√	
	To provide general oversight of TESOL’s professional development programs	√	
<b>Research</b>	To monitor, evaluate, and encourage development of research-related informational, educational and promotional activities for the association in coordination with the Serial Publications, Book Publications, Professional Development, and Conference Committees and key members of all interest sections who may be involved in research activities.		
	To maintain and continue the TESOL Research Agenda development process, by making recommendations to the Board of Directors aligned with the TESOL Strategic Plan.		√
	To promote a clear understanding of the relation of research to practice among members of the association.		
	To strengthen relationships with other research-oriented organizations.		√
	To ensure that TESOL research activities meet the following criteria:  1. They serve the needs and interests of a broad spectrum of TESOL members.  2. They represent the current thought, research, and practice in English language education.  3. They serve to enhance TESOL’s image among the academic and educational community.	√	√

## Appendix C(i). Standing Committees Documents Review

	<p>To identify and prioritize future research-related projects including</p> <ol style="list-style-type: none"> <li>1. Expansion of research presentations at the annual convention.</li> <li>2. Cosponsoring of research information presentations and/or research projects with affiliates and other organizations.</li> </ol>	√
	To provide feedback on research-related surveys developed for the TESOL board, Central Office Staff, and/or key standing committees or similar entities on behalf of the association..	
<b>Rules and Resolutions</b>	To process all resolutions for presentation at the Annual Business Meeting at the Annual Convention, as set forth in Standing Rule XIV, Section 3, Resolutions	
	To process resolutions that are five (5) years old or older for presentation and reaffirmation at the Annual Business Meeting in accordance with Standing Rule XIV, Section 4, Reaffirmation of Previous Resolutions.	
<b>Serial Publications</b>	To serve as the agent of the Board of Directors to ensure that all of TESOL's serial publications maintain the highest professional standards and meet the needs of its readers.	√
	<p>The Serial Publications Committee shall engage in the following activities:</p> <ol style="list-style-type: none"> <li>1. Establish the mission or mandate for each serial publication and represent these to the publications' respective editors.</li> <li>2. Maintain oversight of the professional content of the serial publications.</li> </ol>	√

## Appendix C(i). Standing Committees Documents Review

	<p>3. Establish and maintain procedures and materials for the evaluation of editors' editorial work, publication management, and the publications themselves.</p> <p>4. Establish, maintain, and refine procedures for editorial searches.</p>		
<b>Standards</b>	To direct, monitor, evaluate, and otherwise oversee all standards initiatives that support TESOL's Mission and the needs of its members.	√	√
	To develop a TESOL standards framework(s).	√	√
	To determine the appropriate process and entity (e.g., task force, writers, editors) for producing appropriate standards products.	√	√
	To approve authors/editors to develop standards appropriate to those plans.	√	√
	<p>To oversee the development of standards that meet the following criteria:</p> <p>a. They are of high academic quality and are written and published to the highest professional standards.</p> <p>b. They serve the needs and interest of a broad spectrum of TESOL members.</p> <p>c. They represent the best current thought, research, and educational practice in English language instruction.</p> <p>d. They serve to enhance TESOL's image among the academic and educational community.</p> <p>e. They fit into the overall framework of standards developed by TESOL.</p>	√	√

## Appendix C(i). Standing Committees Documents Review

<p>f. Potential standards include:</p> <ul style="list-style-type: none"> <li>i. content standards for teachers and students</li> <li>ii. assessment standards</li> <li>iii. performance standards for teachers, teacher learners, and students</li> </ul> <p>f. opportunity-to-learn standards, including program standards for teachers and students</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>		
<p>To oversee the approval, dissemination, and on-going implementation of standards.</p> <ul style="list-style-type: none"> <li>a. make suggestions to the Book Publications Committee for companion products</li> <li>b. report to the membership on the progress of the standards under development</li> <li>c. work with the Professional Development Committee to develop training opportunities for use with TESOL standards.</li> <li>d. work with other organizations/ associations who may be involved with the approval and implementation of TESOL’s standards [NCATE].</li> </ul>		√	√
<p>To identify and prioritize standards projects including</p> <ul style="list-style-type: none"> <li>a. The creation of new standards projects, and the appointment of teams to execute such projects.</li> <li>b. The trajectory of current and future standards projects.</li> </ul>			√

### Appendix C(i). Standing Committees Documents Review

To develop and operate a process by which proposed standards are disseminated publicly for review by the profession and feedback collected.	√
Provide input on other TESOL standards-related projects upon request.	√
To provide input into the work of the NCATE P12 Teacher Education Program Team as needed, which operates under the auspices of the Standards Committee.	√

## Appendix C(i). Standing Committees Documents Review

*Table 2: Alignment of Standing Committees' Actions to TESOL's Strategic Directions*

Committee	SC Actions based on annual report	Strategic Plan Goal 1	Strategic Plan Goal 2	Strategic Plan Goal 3
		<i>English language learners receive quality education through TESOL International Association's leadership in the field.</i>	<i>TESOL International Association members participate in the association to build expertise and are recognized for their involvement and professionalism.</i>	<i>Individuals and organizations look to TESOL International Association to inform policy and practice.</i>
<b>Awards</b>	<ul style="list-style-type: none"> <li>• New Teacher of the Year Award</li> </ul>	√ Indirectly through the new award	√	
	<ul style="list-style-type: none"> <li>• Other actions were largely operational e.g., publicity, applicant diversity</li> </ul>			
	<ul style="list-style-type: none"> <li>• Review awards criteria for alignment with SP (not completed)</li> </ul>			
<b>Book Publications</b>	<ul style="list-style-type: none"> <li>• Committee will interact with other entities at the convention in Dallas to raise awareness of BPC &amp; get ideas for future pubs*.</li> </ul>	√		
	<ul style="list-style-type: none"> <li>• Recruited new committee members with diversity of expertise.</li> </ul>		√	
	<ul style="list-style-type: none"> <li>• TESOL office has tested the e-platform for 10 books. Handbook series <i>English Language Teacher Development</i> is ready to roll out in Dallas.</li> </ul>		√	√

## Appendix C(i). Standing Committees Documents Review

	<ul style="list-style-type: none"> <li>Shorten the timeframe of publication from the conception stage to the editing stage (one book shortened).</li> </ul>	
	<ul style="list-style-type: none"> <li>Orientation for new members at Dallas*.</li> </ul>	√
	<ul style="list-style-type: none"> <li>Additional activities operational e.g., changing book proposal form.</li> </ul>	
<b>Diversity</b>	<ul style="list-style-type: none"> <li>At TESOL 2012 in Philadelphia a survey of the membership was conducted with the view to illuminate perceptions of diversity in TESOL and the challenges faced*.</li> </ul>	√
	<ul style="list-style-type: none"> <li>Dallas colloquium: speakers from the NNEST, BELPaF, as well as the ILGBT Group were invited to speak to pertinent aspects of the survey findings from their respective places of expertise*.</li> </ul>	√
	<ul style="list-style-type: none"> <li>Saturday Special"-a one-day discounted convention registration*.</li> </ul>	√
<b>Employment Issues</b>	<ul style="list-style-type: none"> <li>Employment tips: A view from inside the hiring process*.</li> </ul>	√
	<ul style="list-style-type: none"> <li>Draft of professional standards document reviewed.</li> </ul>	√

## Appendix C(i). Standing Committees Documents Review

<b>Global Professional Issues</b>	<ul style="list-style-type: none"> <li>Identify successful models of teacher learning communities (partially).</li> </ul>	√	√
<b>Membership</b>	<ul style="list-style-type: none"> <li>Launch Institutional Program (partially).</li> </ul>		√
	<ul style="list-style-type: none"> <li>Explore co-membership with affiliates.</li> </ul>		√
<b>Nominating</b>	<ul style="list-style-type: none"> <li>Create a pool that of potential candidates to consider for key TESOL positions representing different TESOL sectors.</li> </ul>		√
<b>Note: This is largely an operational committee.</b>	<ul style="list-style-type: none"> <li>Create an electronic database that will serve to store and access information related to potential candidates</li> </ul>		√
<b>How outcomes align with SP was provided by the committee.</b>	<ul style="list-style-type: none"> <li>Permanent, ongoing communication between all committee members and the TESOL liaison at every stage of the candidate selection, vetting and final confirmation process.</li> </ul>		√
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>All current resources are in the TRC and members can search for and upload resources (not launched).</li> </ul>	√	√
	<ul style="list-style-type: none"> <li>The TESOL Core Certificate Program (TCCP) review completed.</li> </ul>	√	√

## Appendix C(i). Standing Committees Documents Review

	<ul style="list-style-type: none"> <li>A new ELT Leadership Management Certificate Program debut at the 2013 convention. A new LDCP focused for leaders in TESOL is being redesigned as an online program to debut in September 2013.</li> </ul>	√	√		
	<ul style="list-style-type: none"> <li>Become more data driven and evidence based in our evaluations and decision making (partial).</li> </ul>	√	√	√	
	<ul style="list-style-type: none"> <li>Collaboration with other entities (partial).</li> </ul>	√	√		
<b>Research</b>	<ul style="list-style-type: none"> <li>Highlight importance of research in TESOL (convention only)*.</li> </ul>	√			
	<ul style="list-style-type: none"> <li>Planned 5 sessions, new pre-convention mentoring event, and research community discussion*.</li> </ul>	√			
	<ul style="list-style-type: none"> <li>Adjudication of the Award for Distinguished Research.</li> </ul>	√			
<b>Rules &amp; Resolutions</b>	<ul style="list-style-type: none"> <li>Revision of SR (not acted on by BOD).</li> </ul>		√		
	<b>Note: This is largely an operational committee.</b>				
<b>Serial Publications</b>	<ul style="list-style-type: none"> <li>TQ editorial search committee</li> </ul>	√			
	<ul style="list-style-type: none"> <li>Revise rubric for assessing TQ and TJ (partial).</li> </ul>	√			

## Appendix C(i). Standing Committees Documents Review

	<ul style="list-style-type: none"> <li>• Appoint TJ editorial search committee. ✓</li> </ul>		
<b>Standards</b>	<ul style="list-style-type: none"> <li>• Guidelines for the writing of EFL standards in varied contexts around the world (partial). ✓</li> </ul>		
	<ul style="list-style-type: none"> <li>• Research, guidance, and recommendations on how TESOL can address the Common Core Standards in the United States. ✓</li> </ul>	✓	✓

\*Indicates convention-related activities.

NC is only committee that directly addressed its outcomes in terms of SP.

Observations:

1. Some committees focus on the convention.
2. Only 1 committee addressed SP goals.
3. Some reports identified lack of action by BOD or CO.
4. Many were engaged in operational issues such as streamlining their own work.

3 types of committees:

1. Operational/administrative: Awards, Nominating, Rules & Resolutions, Membership, Serial Publications
2. Advisory to the BOD: Diversity, Employment Issues, Global Professional Issues, Research
3. Implementation of BOD policy/services: Professional Development, Book Publications.

Do we need all three functions?

## Appendix C(i). Standing Committees Documents Review

Table 3. Standing Committees' Goals and Actions (2012-3)

Committee	SC goals/charge	Actions
<b>Awards</b>	<ul style="list-style-type: none"> <li>• To coordinate the review and selection procedures for the various TESOL awards and grants that have been approved by the Board of Directors, with the exception of the Presidents' Award, Alatis Award, and Distinguished Research Award.</li> <li>• To announce and publicize all TESOL awards and grants except the Presidents' Award</li> <li>• To recommend to the Board of Directors the establishment of new awards and grants and the termination of existing awards and grants.</li> </ul>	<ul style="list-style-type: none"> <li>• New Teacher of the Year Award</li> <li>• Other actions were largely operational e.g., publicity, applicant diversity</li> <li>• Review awards criteria for alignment with SP (not completed)</li> </ul>
<b>Book Publications</b>	<ul style="list-style-type: none"> <li>• To serve as an acquisitions and review committee to develop appropriate 5-year publishing plans for the publication of books that support TESOL's mission and the needs of its members</li> <li>• To identify authors/editors to contribute manuscripts appropriate to those plans</li> <li>• To identify potential books including:               <ol style="list-style-type: none"> <li>1. Texts for use in teacher education courses</li> <li>2. State-of-the-art books and collections on current issues and approaches in English language instruction</li> <li>3. Resource books and materials for classroom teachers and program administrators</li> <li>4. Classroom materials of special interest to TESOL members</li> </ol> <p>To publish books that:</p> <ol style="list-style-type: none"> <li>1. Are of high academic quality and are written and published to the highest professional standards</li> <li>2. Serve the needs and interests of a broad spectrum of TESOL members by being topics in demand</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Committee will interact with other entities at the convention in Dallas to raise awareness of BPC &amp; get ideas for future pubs*.</li> <li>• Recruited new committee members with diversity of expertise.</li> <li>• TESOL office has tested the e-platform for 10 books. Handbook series English Language Teacher Development is ready to roll out in Dallas.</li> <li>• Shorten the timeframe of publication from the conception stage to the editing stage (one book shortened).</li> <li>• Orientation for new members at Dallas*.</li> <li>• Additional activities operational e.g., changing book proposal form.</li> </ul>

## Appendix C(i). Standing Committees Documents Review

	<p>3. Represent the best current thought, research, and educational practice in English language instruction</p> <p>4. Serve to enhance TESOL's image among the academic and educational community</p> <p>5. Have been assessed for market demand as best sellers in TESOL's market niche</p>	
<p><b>Diversity</b></p>	<ul style="list-style-type: none"> <li>• To focus attention on valuing diversity within the global profession of TESOL and inclusiveness throughout the association. Diversity shall include, but is not limited to, the following: race, ethnicity, religious belief, gender, sexual orientation, socioeconomic class, disability, cultural and linguistic background, national origin, and age.</li> <li>• To identify internal and external strategies, concerns, and recommendations to ensure the participation of underrepresented and marginalized populations within the global profession of TESOL and integrate inclusiveness within the TESOL association.</li> <li>• To align TESOL's strategic plan with inclusiveness.</li> <li>• To monitor/evaluate diversity efforts and bring any issues or concerns to the Board's attention.</li> </ul>	<ul style="list-style-type: none"> <li>• At TESOL 2012 in Philadelphia a survey of the membership was conducted with the view to illuminate perceptions of diversity in TESOL and the challenges faced*.</li> <li>• Dallas colloquium: speakers from the NNEST, BELPaF, as well as the ILGBT Group were invited to speak to pertinent aspects of the survey findings from their respective places of expertise*.</li> <li>• Saturday Special"-a one-day discounted convention registration*.</li> </ul>
<p><b>Employment Issues</b></p>	<ul style="list-style-type: none"> <li>• To serve as a forum for members to discuss employment issues and concerns in the field of English language education, including             <ul style="list-style-type: none"> <li>a. equal employment, hiring, and retention for underrepresented groups;</li> <li>b. nonnative-speaker employment; and</li> <li>c. part-time, adjunct, contingent, and temporary employment.</li> </ul> </li> <li>• To make recommendations to the Board of Directors on ways in which TESOL can address employment issues and concerns within its status as a nonprofit education association.</li> </ul>	<ul style="list-style-type: none"> <li>• Employment tips: A view from inside the hiring process*.</li> <li>• Draft of professional standards document reviewed.</li> </ul>

## Appendix C(i). Standing Committees Documents Review

<b>Global Professional Issues</b>	<ul style="list-style-type: none"> <li>• To serve as a forum for members outside the United States on profession-related issues;</li> <li>• To identify, discuss, and develop recommended solutions for professional issues affecting the TESOL field outside the United States;</li> <li>• To draft, or supervise the drafting of, position statements and papers for Board review and approval;</li> <li>• To make recommendations to the Board of Directors on ways in which TESOL can address global issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify successful models of teacher learning communities (partially).</li> </ul>
<b>Membership</b>	<ul style="list-style-type: none"> <li>• To request and periodically review data related to the organization’s membership trends.</li> <li>• To review and provide input for an action plan to meet membership development goals in alignment with the strategic plan.</li> <li>• To periodically review and provide feedback on recommendations to change member benefits and services.</li> <li>• To provide two committee members to serve on the Credentials Committee for the Annual Business Meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Launch Institutional Program partially).</li> <li>• Explore co-membership with affiliates.</li> </ul>
<b>Nominating</b>	<ul style="list-style-type: none"> <li>• To select the candidates for the TESOL elections</li> </ul>	<ul style="list-style-type: none"> <li>• Create a pool that of potential candidates to consider for key TESOL positions representing different TESOL sectors.</li> <li>• Create an electronic database that will serve to store and access information related to potential candidates</li> <li>• Permanent, ongoing communication between all committee members and the TESOL liaison at every stage of the candidate selection, vetting and final confirmation process.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• To determine the professional development needs of TESOL members</li> <li>• To identify developments in the English language instruction field as well as other areas that may have an impact on the profession</li> <li>• To identify trends, issues, and other related areas for TESOL to offer professional development programming</li> <li>• To produce, in coordination with staff and TESOL’s strategic plan, a TESOL Professional Development Agenda, the planning</li> </ul>	<ul style="list-style-type: none"> <li>• All current resources are in the TRC and members can search for and upload resources (not launched).</li> <li>• The TESOL Core Certificate Program (TCCP) review completed.</li> <li>• A new ELT Leadership Management Certificate Program debut at the 2013 convention. A new LDPC focused for leaders in TESOL is being redesigned as an online program to debut in September 2013.</li> </ul>

## Appendix C(i). Standing Committees Documents Review

document for TESOL's education programs/professional development activities

- To recommend specific programs, presenters, speakers, and delivery systems that are consistent with the Professional Development Agenda
- To determine the effectiveness of each program as well as the overall professional development effort
- To provide general oversight of TESOL's professional development programs

- Become more data driven and evidence based in our evaluations and decision making (partial).
- Collaboration with other entities (partial).

## Appendix C(ii). Document Review for Interest Sections and the Interest Section Leadership Council

Table 1. Alignment of Interest Sections and ISLC to TESOL’s Strategic Directions Based on Standing and Governing Rules

Document	Strategic Plan Goal 1	Strategic Plan Goal 2	Strategic Plan Goal 3	Administrative, structural, or not clearly aligned
	<i>English language learners receive quality education through TESOL International Association's leadership in the field.</i>	<i>TESOL International Association members participate in the association to build expertise and are recognized for their involvement and professionalism.</i>	<i>Individuals and organizations look to TESOL International Association to inform policy and practice.</i>	
<b>Standing Rule XI.2.A Statement of Role of all ISs with specific tasks</b>	<p>H. To foster the recognition of English language instruction as an academic field of study at all levels of education</p> <p>I. To advocate for the professional concerns of their members and for the students their members teach</p>	<p>Primary role: To stay abreast of the issues and concerns of their areas of interest/expertise through discussion and to disseminate that information to the entire membership.</p> <p>Primary role: Through Interest Sections, members have the opportunity to participate, learn, share, interact, and serve.</p> <p>A. To assist in planning the program for the Annual Convention</p> <p>B. To provide opportunities for networking internally among their members and externally among sections</p> <p>C. To mentor, advise, and train members on conference proposals,</p>	<p>Primary role: To stay abreast of the issues and concerns of their areas of interest/expertise through discussion and to disseminate that information to the entire membership.</p> <p>D. To stimulate scholarship, research, and professional development by sponsoring special projects, Convention sessions, and publications in all media</p> <p>G. To serve as area-specific resources for Central Office and to the community at large</p> <p>J. To ensure viability and continuity in TESOL by TESOL by training and encouraging aspiring practitioners to become Interest Section leaders</p>	

**Appendix C(ii). Document Review for Interest Sections and the Interest Section Leadership Council**

		<p>publications, and professional concerns</p> <p>E. To represent the members of the respective Sections in the governance of TESOL</p> <p>F. Through their elected representatives, to convey the needs and interests of their members to the Interest Section Leadership Council and the concerns of the Board to their respective members</p>		
<p><b>Standing Rule X.2 Charge to ISLC</b></p>		<p>The ISLC represents all Interest Sections and works with other TESOL entities to address Interest Section issues and concerns. B. The mission of the ISLC is to provide support, quality service, and encouragement to TESOL’s Interest Sections.</p> <p>The ISLC carries out this mission by establishing links with the Interest Section community and the TESOL Board of Directors. These links enable the ISLC to recognize and address the interests, concerns, and needs of TESOL’s Interest Sections.</p>		

Observation: The role of the interest sections and of the ISLC as described appears to be well-aligned with the mission and strategic plan.

## Appendix C(ii). Document Review for Interest Sections and the Interest Section Leadership Council

Document	Strategic Plan Goal 1	Strategic Plan Goal 2	Strategic Plan Goal 3	Administrative, structural, or not clearly aligned
	<i>English language learners receive quality education through TESOL International Association's leadership in the field.</i>	<i>TESOL International Association members participate in the association to build expertise and are recognized for their involvement and professionalism.</i>	<i>Individuals and organizations look to TESOL International Association to inform policy and practice.</i>	
<b>Standing Rule XI.2.B Requirements to maintain interest section status</b>		<p>A. Retain at least 100 members</p> <p>J. Communicate with its members through an e-newsletter and email list</p>	<p>I. Present workshops, papers, academic sessions etc. at the annual convention and offer other services to its members.</p>	<p>B. Hold a business meeting and a planning meeting at the convention.</p> <p>C. Send the required number of delegates to the IS Assembly meeting.</p> <p>D. Hold annual leadership elections</p> <p>F. Hold a steering committee meeting at the convention and during year as needed</p> <p>G. Submit an annual report</p> <p>H. Submit governing rules to membership for approval</p>

**Appendix C(ii). Document Review for Interest Sections and  
the Interest Section Leadership Council**

<p><b>Standing Rule XI.2.F Duties of IS Leaders</b></p>		<p>Chair recommends refereed proposals to Convention Chair</p> <p>Chair–elect plans academic session at convention</p>		
<p><b>Standing Rule XI.2.I Role of IS Assembly</b></p>		<p>The Interest Section Assembly coordinates the various professional concerns of the TESOL membership as reflected by the current Interest Sections.</p>		

Observation: Many of the activities and requirements for interest sections to maintain status are either heavily convention-based or fairly administrative in nature.

## Appendix C(ii). Document Review for Interest Sections and the Interest Section Leadership Council

Table 2. Alignment of ISLC and IS Assembly **Actions** to TESOL's Strategic Directions [see Table 4 for Interest Sections Actions]

Document	Strategic Plan Goal 1	Strategic Plan Goal 2	Strategic Plan Goal 3	Administrative, structural, or not clearly aligned
	<i>English language learners receive quality education through TESOL International Association's leadership in the field.</i>	<i>TESOL International Association members participate in the association to build expertise and are recognized for their involvement and professionalism.</i>	<i>Individuals and organizations look to TESOL International Association to inform policy and practice.</i>	
<b>Interest Section Assembly Minutes (2012)</b>		Networking opportunity	CALL reports on establishment of formal exchange with IATEFL counterpart  ESP-IS reports on online global discussion	Most discussion focused on mechanics of new proposal adjudication process.  Recommendation by Assembly about adjudication process: reviewers should be selected by ISs.  Reminder of official name change of organization and request for all ISs to update their own governing rules.  Reminder of electronic election procedures
<b>Duties of ISLC Members</b>	Identify trends and concerns to advocate for members	Thank volunteers for service by passing out certificates.  Provide support and encouragement to IS Leaders  Advocate for collaborative activities with other TESOL entities  Update IS Leadership Handbook  Plan and lead IS Leaders Workshop and IS Assembly  Facilitate IS/CO convention planning	Support advocacy efforts	Attend meetings: ABM, President's Reception, Leadership Luncheon, IS Assembly, IS Leader's Workshop, IS Newsletter Editor's Meeting, IS Webmaster's Meeting  Submit semi-annual reports  Keep records of decisions and promises made by TESOL  Monitor website for accurate information

## Appendix C(ii). Document Review for Interest Sections and the Interest Section Leadership Council

Document	Strategic Plan Goal 1	Strategic Plan Goal 2	Strategic Plan Goal 3	Administrative, structural, or not clearly aligned
	<i>English language learners receive quality education through TESOL International Association's leadership in the field.</i>	<i>TESOL International Association members participate in the association to build expertise and are recognized for their involvement and professionalism.</i>	<i>Individuals and organizations look to TESOL International Association to inform policy and practice.</i>	
<b>ISLC Reports (3/13, 10/12, 3/12)</b>		Ongoing work on revision of IS Leaders handbook.		<p>Established e-voting for all but 2 ISs</p> <p>Improved communication about proposal vetting process</p> <p>Improved communication between ISLC and IS leaders</p> <p>Improved availability of ISLC members to participate in conference calls</p> <p>Encouraged IS Leaders to share concerns regarding resolutions if needed.</p> <p>Clarified duties of ISLC members</p> <p>Reduced number of ISLC led meetings at convention</p> <p>Ongoing archiving of minutes of ISLC meetings.</p>

Observation: The activities of the IS Assembly and the activities of the ISLC seem largely focused on either the convention or on administrative tasks. They do not seem well-aligned with the strategic plan.

## Appendix C(ii). Document Review for Interest Sections and the Interest Section Leadership Council

Table 3. Communications Between the ISs and ISLC and TESOL Board

ISLC Communications with Board	Direct or indirect <i>(indirect meaning communicated to Board through a mediator or third party)</i>	Formal or informal <i>(formal meaning there is a structure in place and the communication is archived)</i>	Mode
ISLC semi-annual reports	Direct	Formal	Written
IS annual reports	Direct (but do they go to Board? I don't think so)	Formal	Written
CO liaison report	Indirect and a recount of the activities as accounted for in the report	informal	oral
Board liaison report	unknown	unknown	unknown
Board Communications with ISLC and ISs			
Board attendance at ISLC teleconference and organizational meetings	unknown	unknown	unknown
Board attendance at IS Assembly	unknown	unknown	unknown

Observation: Communication is sporadic and unstructured. Most communication that ISs and the ISLC have with the association is through the staff—either the staff liaison or the convention staff. There is limited communication with the board. When reports are filed with the board there doesn't seem to be an acknowledgement or response. Regular, two-way communication seems limited.

## Appendix C(ii). Document Review for Interest Sections and the Interest Section Leadership Council

**Table 4. Interest Section activities in IS annual reports (2011-2012, 2012-2013)**

- **IS** Interest Section
- **12** IS Annual Report for 2011–2012
- **13** IS Annual Report for 2012–2013
- **C** IS activities at the convention highlighted as successes
- **NC** IS activities not at the convention highlighted as successes (including G)
- **G** IS governance activities highlighted as successes
- **GR** Changes to Governing Rules
- **E** e-group (A. very active, B. somewhat active, C. Not very active, D. inactive)
- **N** Newsletters during the year

Interest Section	12	C	NC	G	GR	E	13	C	NC	G	GR	E
	N											N
Adult Education							Yes					2
Applied Linguistics							Yes		4	3		C 2
Bilingual Education	Yes	1	1			B 1	Yes		4	2	Yes	D 1
Computer-Assisted Language Learning	Yes	26	19	1	Yes	B 2	Yes	31	14			B 3
Elementary Education							Yes		1			BC 2
English as a Foreign Language	Yes		2	1		B 1	Yes	1	2	1		B 1
English for Specific Purposes	Yes	11	4			A	Yes Late		7	3	Yes	AD 3
Higher Education							Yes	2				A 2
Intercultural Communication	Yes	1	4		Yes	B	Yes		3			D

## Appendix C(ii). Document Review for Interest Sections and the Interest Section Leadership Council

						3						2
Intensive English Programs	Yes	1	5	1		A 2	Yes					A 3
International Teaching Assistants							Yes	1	5	2	Yes	B 2
Materials Writers	Yes	2	4	1	Yes	C 2	Yes	1	1			B 2
Nonnative English Speakers in TESOL	Yes		3	1		C 2	Yes		2			A 1
Program Administration							Yes		3			C
Refugee Concerns	Yes	3	2		Yes	C	Yes	2	2	2		D
Second Language Writing	Yes	2	2	1	Yes	A 2						
Secondary Schools							Yes	1	3			B
Social Responsibility	Yes		5			A	Yes	1	5	2		A
Speech, Pronunciation, and Listening	Yes	2				C 2	Yes		4			B 2
Teacher Education	Yes		3	1		A 3	Yes	1	2	1		BC 2
Video and Digital Media												

## Appendix C(iii). Affiliate Leadership Council Documents Review

Table 1. Alignment of Affiliates/Affiliate Leadership Council **Goals** to TESOL’s Strategic Directions

Document	Strategic Plan Goal 1	Strategic Plan Goal 2	Strategic Plan Goal 3
	<i>English language learners receive quality education through TESOL International Association's leadership in the field.</i>	<i>TESOL International Association members participate in the association to build expertise and are recognized for their involvement and professionalism.</i>	<i>Individuals and organizations look to TESOL International Association to inform policy and practice.</i>
<b>ALC Annual report</b>		<p>Publish two issues of the <i>Affiliate News</i></p> <p>Continue promoting international representation on the ALC.</p> <p>Continue to define benefits for affiliate leaders as per their responses to the affiliate surveys and feedback received from the <i>Affiliate Leaders Workshop and Assembly</i> at the 2012 Convention.</p> <p>Continue to define benefits for affiliate leaders as per their responses to the affiliate surveys and feedback received from the <i>Affiliate Leaders Workshop and Assembly</i> at the 2012 Convention.</p>	<p>The 2013 ALC Editor’s workshop is also planning to examine other types of technology that Affiliates can use to help their organization.</p> <p>Affiliate leaders in 2012 discussed the concern that all international affiliates do not have the same level of technology access or support. What are other possible methods to ensure communication?</p>

### Appendix C(iii). Affiliate Leadership Council Documents Review

<b>ALC job descriptions</b>	Attends a meeting with the Executive Committee during the convention	Develops policies and actions for consideration by the ALC. However, it doesn't mention that these might be linked to TESOL's policies and actions.
<b>Standing Rules</b>	The Standing Rules encourage the ALC to present joint research with other parts of the association. However this is not mentioned in any other ALC documentation, and it is not clear how this may be facilitated	
<b>Affiliate reports</b>		

## Appendix C(iii). Affiliate Leadership Council Documents Review

Table 2. Alignment of Affiliates/Affiliate Leadership Council **Actions** to TESOL’s Strategic Directions

ALC	Strategic Plan Goal 1	Strategic Plan Goal 2	Strategic Plan Goal 3
	<i>English language learners receive quality education through TESOL International Association's leadership in the field.</i>	<i>TESOL International Association members participate in the association to build expertise and are recognized for their involvement and professionalism.</i>	<i>Individuals and organizations look to TESOL International Association to inform policy and practice.</i>
<b>ALC Annual report</b>	The Best of Affiliate sessions meet this goal – but as the sessions are not described in the report it isn’t possible to directly link these to this strategic goal.	<p>The development of membership benefits for affiliate members attending the assembly and the Leaders workshop.</p> <p>Continue promoting the fulfillment of TESOL goals through affiliates via current communication and consider alternative forms.</p> <p>Continue to define benefits for affiliate leaders as per their responses to the affiliate surveys and feedback received from the <i>Affiliate Leaders Workshop and Assembly</i> at the 2012 Convention.</p> <p>Organized the affiliate convention sessions: Best of Affiliates, Affiliate Colloquium, Affiliate</p>	The ALC organized colloquium addresses an international policy concern each year – although the report never specifies what this is.

## Appendix C(iii). Affiliate Leadership Council Documents Review

	Assembly, Affiliate Leaders' Workshop, and Affiliate Editors' Workshop.
<b>ALC job descriptions</b>	
<b>Affiliate reports</b>	

Observation: The ALC is involved substantially in Goal 2, in both goals and actions.

## Appendix C(iii). Affiliate Leadership Council Documents Review

Table 3. Communications Between the Affiliates/Affiliate Leadership Council and TESOL Board

ALC	Direct or indirect	Formal or informal	Mode
<b>Communications with Board</b>	<i>(indirect meaning communicated to Board through a mediator or third party)</i>	<i>(formal meaning there is a structure in place and the communication is archived)</i>	
<b>ALC annual report</b>	Direct	Formal	Written
<b>CO liaison report</b>	Indirect and a recount of the activities as accounted for in the report	informal	oral
<b>Board liaison report</b>	unknown	unknown	unknown
<b>Board</b>			
<b>Communications with ALC</b>			
<b>Board attendance at ALC teleconference and organizational meetings</b>	Direct (but sporadic)	informal	oral
<b>Board attendance at ALC Assembly</b>	Direct (but by invitation)	informal	oral

Observation: Communication is sporadic and unstructured. The one formal communication (the ALC report) is not framed by the strategic goals.

## Appendix D(i). Quantitative Data from Member Leaders' Surveys

ALC = Affiliate Leadership Council

IS = Interest Section

ISLC = Interest Section Leadership Council

SC = Standing Committee

*Table 1. Strategic Alignment (percentages are for those agreeing and agreeing strongly with the statement)*

	SC Chairs N=9 <sup>1</sup>	SC Members N=30/29	IS Chairs N=17	IS Leaders N=22	ISLC & ALC N=6
I understand the TESOL strategic direction of TESOL International Association.	88.8	66.7	53	63.7	66.7
The activities of my committee are aligned, and contribute to the strategic direction of TESOL International Association.	66.6	75.9	58.8	80.9	83.4
I am primarily engaged in committee administrative duties, rather than substantive activities that further the mission and strategic direction of TESOL International Association.	33.3	n/a <sup>2</sup>	53	38.1	0%

*Table 2. Structure and Process (percentages are for those agreeing and agreeing strongly with the statement)*

	SC Chairs N=9	SC Members N=29	IS Chairs N=17	IS Leaders N=22	ISLC & ALC N=6
I understand how my group <sup>3</sup> fits into the overall structure of TESOL International Association.	77.7	82.7	53	90.9	66.6

<sup>1</sup> The numbers of respondents for different sections vary because some respondents did not answer all sections or all questions within a section.

<sup>2</sup> Committee members were not asked some of the questions asked of Chairs.

<sup>3</sup> The surveys were customized for different groups. Therefore, for committee chairs or members, "committee" was used instead of "group."

## Appendix D(i). Quantitative Data from Member Leaders' Surveys

I understand the lines of authority within TESOL International Association.	77.8	55.1	25	59.1	50
I understand the decision-making process within TESOL International Association.	66.6	48.3	5.9	59.1	50
I understand where my group fits into the overall decision-making process of TESOL International Association.	44.4	55.2	11.8	59.1	66.7
I understand where other components of the association fit in the overall decision-making process of TESOL International Association.	33.3	55.1	5.9	59.1	50
I feel I am appropriately engaged in the decision-making process of TESOL International Association.	33.3	n/a <sup>(ii)</sup>	11.8	45.5	50

Table 3. People, Roles, and Responsibilities (percentages are for those agreeing and agreeing strongly with the statement)

	SC Chairs N=9	SC Members N=25	IS Chairs N=17	IS Leaders N=22	ISLC & ALC N=6
I have a clear understanding of my roles and responsibilities within the group. <sup>(iii)</sup>	77.8	72	70.6	90.9	83.3
I have a clear understanding of my roles and responsibilities within TESOL International Association.	77.7	n/a <sup>(ii)</sup>	41.1	81.9	50
My group is able to engage the best and most qualified people.	66.7	n/a <sup>(ii)</sup>	58.9	54.5	83.3
My group is able to utilize people in positions where they have the most impact.	55.5	n/a <sup>(ii)</sup>	41.1	54.5	n/a <sup>4</sup>
My role provides good opportunities to develop my leadership skills.	66.6	n/a <sup>(ii)</sup>	56.3	81.8	83.4
<b>My group encourages members to eventually move into leadership positions.</b>	<b>44.4</b>	<b>52</b>	<b>64.7</b>	<b>72.8</b>	<b>n/a</b>

<sup>4</sup> The ALC and ISLC were not asked these questions because they were not relevant.

## Appendix D(i). Quantitative Data from Member Leaders' Surveys

TESOL International Association has a clear process for cultivating future leaders.	44.4	40	23.6	40.9	66.6
I would encourage a close colleague to pursue the opportunity to serve as a chair/leader/member.	77.8	72	64.7	77.3	83.3
I understand relationship between my group <sup>(iii)</sup> and other member groups with TESOL International Association.	55.6	52	53	77.3	66.6
The decisions of the leaders of my group are representative of the membership of the group.	n/a <sup>5</sup>	83.3	n/a	63.6	n/a
TESOL International Association effectively addresses issues of most concern to members.	22.2	52	41.2	40.9	50

Table 4. Knowledge and Information About the Association and Field (percentages are for those agreeing and agreeing strongly with the statement)

	SC Chairs N=9	SC Members N=25	IS Chairs N=17	IS Leader s N=22	ISLC & ALC N=6
I receive guidance and information on my role, responsibilities, and authority within TESOL International Association. chair/leader role	66.6	68	58.9	77.1	83
I am able to get the appropriate information and knowledge to make the best decisions for my group.	66.6	n/a	58.8	81.8	10

<sup>5</sup> Only members of groups were asked this question.

## Appendix D(i). Quantitative Data from Member Leaders' Surveys

I understand how knowledge and information are cultivated and disseminated throughout TESOL International Association, and the role my group plays in that process.	22.2	64	35.2	59.1	66.7
I understand the work done on behalf of the field by TESOL International Association, and how my group contributes to that work.	55.5	76	47	72.8	66.7
My group sufficiently contributes knowledge and information to TESOL International Association to help advance the field.	55.5	72	58.8	63.7	66.6

*Table 5. Culture and Engagement (percentages are for those agreeing and agreeing strongly with the statement)*

	SC Chairs N=9	SC Members N=25	IS Chairs N=17	IS Leaders N=22	ISLC & ALC N=6
The organizational culture within TESOL International Association supports prompt, effective decisions and actions.	33.3	40	25.1	38.1	50
My group plans activities to engage its members throughout the year.	44.4	52	31.3	28.5	66.7
The majority of my group's work focus is focused around the annual convention.	44.4	48	75	81	66.7
The culture within my group supports prompt, effective decisions and actions.	55.5	52	43.8	57.2	100
The work I do on behalf of TESOL International Association makes the best possible use of my knowledge, skills, and experience.	55.5	44	37.5	81	100

## Appendix D(ii): Findings from Qualitative Data Analysis

1. Strategic Alignment
  - a. Members<sup>6</sup> lack of understanding of role, decision-making process, and strategic direction of association
  - b. General understanding of mission, but not clear on strategic direction of association
  - c. Members feel lack of engagement of members by TESOL
  - d. Members value collaborations, networking, and learning experiences through service. They also value contributing to TESOL's agenda.
  - e. Members have difficulty with too much bureaucracy, member participation, communication, lack of training, technology, and inefficiencies.
  - f. Alignment of components/entities within the system and to each other is unclear
2. Structure and Process
  - a. Members have a sense of their own group's fit, but not necessarily the overall structure of the association
  - b. Members lack understanding of decision-making processes
  - c. Interaction of components and entities within the system is unclear
  - d. Some structures and processes (e.g. assemblies) do not have a clear function
3. People, Roles, and Relationships
  - a. Not all members understand their roles within TESOL or their group.
  - b. Members find many of their required tasks to be administrative.
  - c. Not all leaders feel accountable because of lack of feedback.
  - d. Members are not clear about their authority, especially in decision-making.
  - e. Members feel not the best leaders are always engaged/chosen.
  - f. Members do not feel their views are represented in TESOL's decision-making.
  - g. TESOL provides professional development both at the conference and through other mechanisms, however leadership development process is not clear.
4. Knowledge and Information
  - a. Members feel there is a lack of continuity.
  - b. Members don't always feel valued or part of the decision-making process.
  - c. Members lack clarity on decision-making processes, strategic directions, their own authority.
  - d. Members don't always understand the lines of authority within TESOL.
  - e. Members are concerned about communication and knowledge sharing.
  - f. Members lack information sharing.
5. Culture and Engagement
  - a. Members are concerned about number of administrative tasks.
  - b. Members are concerned about lack of autonomy, lack of feedback.
  - c. Members don't understand TESOL's strategic directions.
  - d. Members value the learning experiences, collaboration with peers
  - e. Members feel their group can work towards TESOL's mission, but are not sure how to do it.

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<sup>6</sup> Members refers to those members of committees and Interest Sections that were surveyed.

## Appendix D(ii): Findings from Qualitative Data Analysis

- f. Overall organizational culture is focused on structure and process, and not on strategy.
6. Recurring themes:
- a. Need for clarity of
    - Roles
    - Relationships
    - Authority
    - Decision-making processes
    - Strategic directions
  
  - b. Desire for meaningful contributions, acknowledgement, and accountability
    - Feedback on work
    - Consulted
    - Exchanges of information
    - Opportunities for collaboration
    - Leadership learning
    - Substantive work, not merely administrative
  
  - c. Inefficiencies in system
    - Continuity vs churn
    - No clear mechanism for sharing of knowledge and information - dependent on personnel rather than process/position
    - Overall lack of training and orientation for leaders and volunteers

## Appendix E(i). Board of Directors Focus Group Data

Recurring theme	Present in focus group  y/n	Supporting (if any)	Notes (if any) e.g., specific recommendations
<b>Need for clarity of roles</b>	y	<p>Learning how to be BL. Takes a long time.</p> <p>Didn't know I didn't know in the beginning.</p> <p>Long period of time between March and October and uncertainty whether I should be doing something additional.</p> <p>What is the role between SL and BL in terms of information flow?</p> <p>Should BL participate in committee discussions?</p> <p>Chairs need orientation about roles of BL too.</p>	<p>New committee form helpful in clarifying role.</p> <p>Need to clarify charge as BL to committees and councils.</p> <p>Need timeline for BL.</p> <p>Need overt attention to Week at a Glance schedule for convention to understand BL role at convention.</p> <p>Pubs committee is different from other SCs...it's a sub-business within a business...BL not bring much to committee. Made it harder for BOD to deal with issues e.g., self-publishing. Current chair brought a lot to the table and has recruited good people, but pub has come a long way so it needs expertise. He recruited good people. None of their work reaches BOD level</p>

## Appendix E(i). Board of Directors Focus Group Data

Don't know role of ISLC.

Not clear status of Affiliates or how they can give feedback.

BL is bridge, liaison with other leaders

BL role - I see myself as a resource – provide feedback e.g., on charge, reports

R&R very self-sufficient; there as BL if needed only

Is supposed to be bridge, but in practice has not been much interaction (pub, membership, PD, development)

Diversity Committee thought they were watchdog of TESOL.

Some SC dysfunctional.

conversation; it's management and so for SL, not BL. Role of chair is role of publisher, who authorizes publication. Need therefore a qualified chair. Skills of people and role important. Need to look at other associations for how they use a volunteer board vs staff to do pubs e.g., ASCD. Not really a member function. We may not have \$ to make it a staff function. How situate and manage this business.

Membership committee function beyond ken of volunteer member-led committee...needs specialist knowledge and expertise.

PD works well as ideas-generating. Could direct them in direction of BOD issues e.g., diversity. Not sure it's a board-members level contribution

If you see committee going off its task, that is the BL role to guide them. It's not being part of the committee. It's seeing the big picture.

## Appendix E(i). Board of Directors Focus Group Data

I follow all the emails. Don't respond unless they have questions. If not sure of how to answer, ask the ExCom.

Sometimes need to do lots of prompting, which takes time.

Sometimes problems within the committee and then BL becomes mediator. Not fulfilling to have to do personnel/conflict management with volunteers. So not focusing on productive things.

Role of BL has no function behind it. Leads to illusion that there's control of the committee or relationship. Can lead to being held accountable for something not really responsible for.

I'm not a full functioning member of the committee. Should I tell them if they're doing something not part of their task. BL responsible to entire membership. If there's a problem with a committee and you relate to

## Appendix E(i). Board of Directors Focus Group Data

	<p>it and you're part of the committee, it's a conflict of role.</p> <p>R&amp;R has no work. Or makes work for itself.</p> <p>ISLC &amp; ALC</p> <p>ALC far more effective. Have a bond..international people find a home.</p> <p>Comment from Pres ab...can't hear. Recommendation!</p> <p>Sometimes end up participating as committee member</p>	
<p><b>Need for clarity of relationships</b></p>	<p>What is the role between SL and BL and committees?</p> <p>Committee members barely know us since we have so limited time to meet with them at convention.</p>	<p>Need clarification of roles for ALC/Affiliate Assembly and ISLC/IS Assembly.</p>
<p><b>Need for clarity of authority</b></p>	<p>Not sure how to be BL without stepping on anyone's toes.</p>	<p>Need to clarify what information is shared back to committees (especially in regards to sensitive or confidential matters).</p>

## Appendix E(i). Board of Directors Focus Group Data

	<p>As elected BOD, understand have some authority but still not clear because of different cultures.</p> <p>Ambiguity. Westerners dislike it, but Asian cultures admire it. It can allow people to work together even if they don't agree. We need to be respectful of all different cultural norms.</p>	<p>Should BL tell committees about slots at convention.</p> <p>Clarify who needs to attend Friday AM meeting with committee chairs and EXCOM.</p>
<p><b>Need for clarity of decision-making process</b></p>	<p>As committee member, at times felt like were there just to rubber stamp what the staff wanted to do.</p> <p>Committee (PDC) did not elect chair, just sort of announced.</p> <p>Does PE just rubber stamp committee chair selections? Or should FT professional staff?</p> <p>Quality of interaction is so bad. Going back to 4 day convention is considered the answer and it's not.</p> <p>Better than it was when there were reports read. Was too much figuring out Roberts Rules. Beyond the whole purpose of it.</p>	<p>Clarify process for selecting committee chairs.</p>

## Appendix E(i). Board of Directors Focus Group Data

		Structure of committees a problem.	
<b>Need for clarity of strategic directions</b>	y	As BL, have chance to be consulted on strategic plan.  TESOL has entities with different business models e.g., publishing, education	Councils did not receive new report form strategic information.
<b>Desire for feedback on work</b>	y	Need to know whether I am doing the right things as BL.  Who gives feedback to and from SC to BOD?	Reporting back from SCs needs fixing. Even new form is not sufficient.
<b>Desire to be consulted</b>	Y	Expectation to be consulted in role as board liaison.	
<b>Desire for exchanges of information (among entities)</b>	y	Expectation to share info between committees and ALC/board in role as board liaison.  Different means of communication between committees/BLs.  Some committee chairs chose to hide communication from BL.	Need reports from ALC to BOD and clarifying charge for ALC.  Councils did not receive new report form.  Clarify how many members on ISLC.

## Appendix E(i). Board of Directors Focus Group Data

Overlap in communication roles between BL and SL with committees.

ISLC as venue for sharing information among IS leaders. (How many?)

Balkanization and fragmentation at convention. Not meaningful interactions.

ALC-good for BOD to know about affiliates – their size, resources

Not always a lot of interaction as BL

Interactions not always good

Don't always know much about a committee's work before becoming BL

## Appendix E(i). Board of Directors Focus Group Data

<p><b>Desire for opportunities for collaboration</b></p>	<p>y</p>	<p>Would like to review conference proposals and journal articles but am prohibited as BOD member.</p> <p>Individuals felt comfort belonging to an IS. Networking.</p> <p>More connections made through electronic means.</p> <p>Lots of potential for tapping into knowledge and expertise of leaders/members, but not being done.</p>	
<p><b>Desire for opportunities outside the convention</b></p>	<p>y</p>	<p>Is committee working between conventions as communications not shared with BL?</p> <p>Business meetings at convention used to have lots of people, but now only a few. They don't come to those meetings. Is it because they no longer have control over adjudicating convention proposals?</p> <p>Not much sense of belonging to IS community any more.</p>	<p>Everything in TESOL is hung off the convention. Need to get out of that frame of mind.</p> <p>IS should be about member engagement. I've found my tribe within this big association e.g., writing.</p> <p>Structure impedes this engagement...why can't a group talk about phonemes.</p> <p>Needs to be decoupled from the convention entirely.</p>

## Appendix E(i). Board of Directors Focus Group Data

Some IS very strong: second-language writing and NNS. Lots of people come, including new people. But only meet at the convention, but can follow up after. They are truly a community of practice. Also helps build new leaders for the field.

Need to go to a cloud source model for reviewing abstracts. Decoupled from the IS.

Some IS not active between convention.

Need to look at other more de-centralized models such as IATEFL where ISs run their own projects.

Electronically there is a lot of interaction, but not coming to meetings (e.g., elementary).

Interactions between conventions are content as well as planning for the convention.

Stacking of the deck in reviewing convention papers so people (friends) could get on the program so they can get funding to attend (IS academic session).

Putting in lots of proposals to get lots of slots.

## Appendix E(i). Board of Directors Focus Group Data

		<p>Coupling with the convention stops us diversifying our revenue source, but also the real work of the association.</p> <p>Structure prevents people from finding their group who just want professional engagement, but the group has to be blessed by the board.</p>	
<b>Desire for learning about leadership</b>	n		
<b>Desire for substantive, rather than administrative, work</b>	y	<p>IS Assembly focuses on operational issues only.</p> <p>I'm just a functionary...shoving papers.</p> <p>Sometimes the BL has to do the reports.</p>	
<b>Continuity vs churn</b>	y	<p>Frequent changing of BL assignments creates steep learning curve.</p> <p>Each committee functions in own way. Mode and frequency of communication can vary.</p>	Systematize communication methods?

## Appendix E(i). Board of Directors Focus Group Data

		<p>Don't stay BL to same committee. Often meet members briefly at convention.</p> <p>Hard to get to know members. Handover at convention overlaps new SC with old SC.</p> <p>Time commitment varies.</p>	
<p><b>No clear mechanism for sharing knowledge &amp; information. It's too dependent on personnel rather than on process or position</b></p>	y	<p>Involvement of BL depends upon volunteers and SL.</p> <p>Depends on leadership of the committees.</p>	
<p><b>Overall lack of training and orientation for leaders &amp; volunteers</b></p>	y	<p>Affiliate Assembly very invitational. New people welcomed through a mixer.</p>	<p>SL and BL both need training on operations.</p>

## Appendix E(ii). Staff Focus Group Data

Recurring theme	Present in focus group  y/n	Supporting (if any)	Notes (if any) e.g., specific recommendations
<b>Need for clarity of roles</b>	y	<p>There may a lack of clarity on the role of the staff liaison. In some cases, the staff liaison is expected to take notes, provide summaries, come up with an agenda, fill out the reports, which is very time-consuming. Eighteen staff members all have more than one committee to manage.</p> <p>One of the big challenges (for SL) is being looked on as the driver of everything the committee does.</p> <p>I think it is hard for volunteers when they are signing up for a committee, this one's three years, but this one's four years.</p> <p>I think some (ISs) are clearly active and communities of practice in the field, so they're substantive and are needed. They don't have to be huge, but like ESP, teacher education, CALL.</p> <p>My experience is a little different – a great deal of administrative work, but often I end up helping to manage the committee.</p> <p>There have been times where a committee chair has treated me simply as an administrative assistant.</p>	<p>From our perspective, most committees don't have a reason to exist, so I think that we need to reassess the existence of a number of committees.</p> <p>The convention committee doesn't really exist. It ceased to exist a couple of years ago because it is redundant. The convention program chair does what the committee was charged to do. The convention committee has not done anything in three years, and they haven't turned in a report under the current new Board report form. The staff liaison is for the convention program chair and the team leaders, but they are not officially a committee. There is no official mechanism for a mission critical group of people doing an awful lot of work.</p> <p>If there is a discrete charge to be accomplished, then let's create a task force with a time limit, and let's free up this SL time for the staff, who are very limited in their time. Then they can do other things they are supposed to do for the association.</p>

## Appendix E(ii). Staff Focus Group Data

	<p>I don't think all staff are on the same page re: committee reports. Some willingly draft all the reports for their committees. Again, it's unclear what the expectation is, and who is ultimately responsible.</p> <p>In my experience, often ISs (and specifically IS leaders) see their role as advocating for the needs of their members, with staff as their adversary. I don't believe that's the intent; I think they are to serve as communities of practice.</p>	
<p><b>Need for clarity of relationships</b></p>	<p>y</p> <p>The interest sections – the way they're set up now is not the way the field is set up anymore, and there is a lot of overlap and a lot of things that have changed, and it makes it really difficult for folks to find where they belong. There're so many, you just sort of get lost.</p> <p>The ALC provides better feedback, and they seem to work better.</p> <p>Sometimes when I've included a Board Liaison in correspondence, they didn't know what to do, so I'm always negotiating when to include them and when not to.</p> <p>I never quite understood what the Board Liaison is supposed to do, and I don't think they do either. It's never been clear what their role is, and what the relationship with the Staff Liaison is supposed to be.</p> <p>In my experience, IS leaders have little working knowledge of Standing Rules.</p>	<p>Have fewer entities and have adequate staff so that there is real support.</p>

## Appendix E(ii). Staff Focus Group Data

	<p>It's critical that the chair and Staff Liaison have a good, and ideally symbiotic relationship where they appreciate and respect our input as staff.</p>	
<p><b>Need for clarity of authority</b></p>	<p>y</p> <p>The whole leadership structure of an IS is focused on the chair, and the chair's responsibility for the convention and the amount of pressure and the amount of work that that chair has to do so they don't focus on anything else.</p> <p>Council members tend to have had more leadership experience, so they seem to have a different motivation – often focused on solving problems.</p> <p>Committee members may not have had as much leadership experience, so they have a different motivation/perspective.</p> <p>What if no one on the committee wants to serve as chair? What if a committee is struggling and not doing anything? Who do you turn to? Whose responsibility is it to ask for help?</p> <p>Standing Rules clearly state that ISs are not to partner with outside groups, yet we know that they do. When IS leaders have been informed they shouldn't be creating these partnerships, they often push back as somehow we're interfering in their business, and seem to not understand that they are an internal part of the association – not some external group on their own. Yet, we know of ISs that have their own web</p>	<p>Where is the accountability for ISs? The ISLC does not want that role. Who ultimately is to fulfill it?</p> <p>But isn't that the problem? Shouldn't committees be able to function on their own to some degree? It comes down to what the purpose of the committees is, whom they serve, and to whom they are accountable. It's not staff – who then demands accountability from committees?</p>

## Appendix E(ii). Staff Focus Group Data

	<p>sites, e-lists, and even updated governing documents that are not on file with staff.</p> <p>Other challenge – IS leaders often don’t understand the ramification of their actions. Anything they might do reflects on TESOL International Association, and they don’t appear to take this into account. An “us v them” mentality persists among many IS leaders.</p>	
<p><b>Need for clarity of decision-making process</b></p>	<p>y</p> <p>One thing that can be problematic but also helpful is managing expectations because the volunteers are not privy to the day to day management processes or board decisions or the latest executive committee inside scoop that may be relevant, so it is appropriate to educate them on that. Otherwise, they may start going off on tangents, which wastes everybody’s time.</p> <p>Similarly, being clear something is really theirs to chew on, or has it already been a Board decision – we need their help on this little area, but this part over here is set. As long as they are clear on that, it helps the communication and the work. We weren’t asking them if it was OK to revise the leadership program, but getting their input on concrete parts was very helpful.</p> <p>In some cases, they rely upon me for feedback to make their decisions.</p>	<p>For example, it is helpful if they know TESOL’s general budget timeline, so if they do have a good idea, they could propose it at the time of year (April or May) when it is still possible to play around with new ideas before our budget is locked in.</p>

## Appendix E(ii). Staff Focus Group Data

		In my experience the ISLC often is reluctant to make any decision, so they turn to me to decide for them.	
<b>Need for clarity of strategic directions</b>	y	<p>There are a number of SC that give the impression that they are in search of a purpose, and when that happens, it creates a communication loophole and a series of challenges.</p> <p>So many things are happening at once, especially at the convention. It's not clear really what the priority is for the association.</p> <p>Ultimately it's a question of engagement – how engaged is the chair with the association? We need clarification on roles, and more importantly, what purpose committees are serving. They are there for members – not staff.</p>	Also understand the pressures that volunteers may be under with their day job. Perhaps there's a better way or alternative structure to engage people more meaningfully?
<b>Desire for feedback on work</b>			
<b>Desire to be consulted</b>	y	ISs say they want to be heard, but it's not clear to me what they want to be heard about.	
<b>Desire for exchanges of information (among entities)</b>			
<b>Desire for opportunities for collaboration</b>	y	Per their request, we've begun sharing IS newsletters among all IS leaders, and it's led to some collaboration among them. That's been a great development, and it would be great if they spent more energy pursuing internal	

## Appendix E(ii). Staff Focus Group Data

		<p>collaboration opportunities rather than trying to pursue groups outside the association.</p> <p>ISs still operate as silos.</p>	
<b>Desire for opportunities outside the convention</b>	y	<p>Under the current scenario, their (ISs) main focus and purpose is to drive content for the convention. They create academic sessions. They create intersection sessions, and they're still a huge piece of the proposal review process. So their entire focus becomes on the convention; i.e., how many slots they have at the convention, instead of a year-long dialog for other important issues whatever their specialty might be. But literally, the convention is the only thing they look at, for most of them. There are a couple that are different.</p> <p>They (ISs) were set up to help segment the association by professional expertise and interest, which was done not just for the convention but to share knowledge and stuff.</p> <p>ISLC is really problematic because the only thing they have to do is facilitate a couple of meetings at the convention. Staff need to heavily support these to keep them on track. They either do nothing at all or they get off on tangents, and so they are kind of a waste of time. It is a problematic structure.</p> <p>Everything is still geared toward convention, what the committee does, as opposed to doing things</p>	<p>It could be a good idea to spread out the meetings rather than to do everything at the convention which is overwhelming and productivity is reduced.</p> <p>In between, they (ISLC) should be high level IS people who are monitoring other ISs with staff. If one is really dying or weak or has poor leadership, they should be mentoring and coaching.</p> <p>If ALC activities are focused solely on the convention, is an elected body needed to fulfill that function? Can this be executed by other means?</p> <p>Another needed resource – funds. Part of the Book Publications Committee's role is to identify authors and subjects, however it's hard to execute some of that publications work with limited financial resources.</p>

## Appendix E(ii). Staff Focus Group Data

		<p>throughout the year that might make a difference to their charge or something.</p> <p>In my head, I have always wanted to see ISs do things year-round because ISs should be the heart of the association and how people interact but we're not set up for that, and we don't have the mechanism to constantly look at that either.</p> <p>ALC typically functions to organize affiliate-themed events at the convention. Other than the newsletter and when they are called upon for input, not much other activity throughout the year. Each ALC member has specific duties and responsibilities. However, no clarity in terms of their overall purpose and function outside of the convention. Some leaders have been very active with lots of initiative, others have been very passive. Expectations are not clear.</p>
<p><b>Desire for learning about leadership</b></p>	<p>y</p>	<p>There aren't enough new leaders for ISs, and there isn't a clear process for identifying them. We have some leaders who have served multiple times for ISs.</p>
<p><b>Desire for substantive, rather than administrative, work</b></p>	<p>y</p>	<p>The reporting mechanism is not overly burdensome but not always terribly helpful.</p> <p>It varies a lot according to the committee.</p> <p>The SRs are also a huge impediment. The ISLC had a very stodgy</p>

## Appendix E(ii). Staff Focus Group Data

		<p>parliamentary procedure. It is twice as much as the Board uses.</p> <p>Just from an operational or practical nature, they are way too long. They are like three and four hours long, so you are pulling your IS leaders, your Affiliate leaders away from attending sessions, doing other things that are equally as important to them.</p> <p>My experience with ISLC is purely administrative – no substantive to. I end up being the staff liaison for all ISs by default since they don't have individual liaisons. Because the work is administrative, I really don't gain anything professionally from it.</p>	
<b>Continuity vs churn</b>	y	<p>At the convention, you end up with the situation where people are supposed to be in five different places at once. It is not physically feasible.</p> <p>Consistency, structure, and the SR. Either everybody votes or no one votes. Elected officers can be the same, and if you want to have chairs or something for different things, but that is another issue too – not all ISs are alike in how you vote for different things. Standardization.</p> <p>There is so much inconsistency across the 21 intersections that it creates a level of burden.</p>	<p>It could be a good idea to spread out the meetings rather than to do everything at the convention which is overwhelming and productivity is reduced.</p>
<b>No clear mechanism for sharing knowledge &amp; information.</b>	y	<p>Sometimes you have to do all the work because the chair isn't doing it.</p> <p>It ends up being the same people year after year that are chair because it is such a high level</p>	<p>The ISs have no social events, and I think that is crucial to any group that is going to try to move ahead and do things together.</p>

## Appendix E(ii). Staff Focus Group Data

<p><b>It's too dependent on personnel rather than on process or position</b></p>	<p>responsibility, no one wants to take on that role either, so at some point, someone's been doing it for five years, looking out for someone.</p> <p>That really varies depending upon the IS, and many are inconsistent from year to year.</p> <p>One resource that is needed is direction. In other words, what does TESOL International Association want from a given committee? If it's not clear, it's up to the chair to make it up and fill the void, and that will change based on the chair.</p>	<p>Put facts online. The biggest thing is the convention manual. Put that online two to three weeks in advance, and we can all just point to that. In addition, there should be hard copies in the room, but that stops some of the stupidest complaints. You've had it. You're supposed to look at it. Here are the facts. Now let's go discuss some of the areas we can work on here.</p>
<p><b>Overall lack of training and orientation for leaders &amp; volunteers</b></p>	<p>TESOL doesn't have a lot of investment in terms of leadership training and orientation. They train each other, they're left on their own. We have made some small steps in that direction, but people come into leadership positions, and they don't necessarily have the kind of guidance they need, training to know what to do, or the kind of information flow to understand what their role is.</p> <p>No clear training for Staff Liaison role – we are assigned to committees, but are not clear on what we are to do.</p>	<p>A lot of organizations have a leadership conference that brings all these leaders together that do all that work at another time during the year.</p>

## Appendix E(ii). Staff Focus Group Data

## **Appendix F(i). TESOL International Association’s Capacity and Strategic Position**

### Strategic Alignment

1. The association’s resources are spread thin; the association’s attempted reach is overly broad/overly fragmented.
2. There appear to be too many disparate groups for the association to effectively support.
3. System lends itself to duplication of efforts and redundancy.

### Structure and Process

1. TESOL relies on some of its member groups to provide some essential services.
2. No coherent or readily obvious leadership pipeline.
3. Member groups seem to exist without any process for closure – there is no process for evaluation of member groups.

### Roles and Relationships

1. Lack of consistency in work and effort of member groups with annual rotation of leaders.
  - a. The effectiveness of individual member groups relies on the personality of the groups’ leaders at any given time.
2. Some member groups have significantly greater impact than others, even though they may be of the same type of group.
3. Inverse relationship between the amount of resources needed and effectiveness of some member groups.

### Knowledge Exchange

1. Insufficient resources for effective interaction between management, board, and groups

### Culture and Engagement

1. The association is driven by the convention; activities focused on convention.
2. Certain committees work effectively with a productive charge.

## **Appendix F(ii). What We Know About the Current Realities and Evolving Dynamics of the TESOL Environment**

1. Some standing committee functions are not best executed by volunteers.
2. Technology has facilitated new ways of community building.
3. Advances and changes in technology have impacted the association's products and services.
4. Attitudes towards volunteerism are changing with different generations.
5. Attitudes towards professional association membership are changing with different generations.
6. TESOL International Association provides reliable and credible ways of interacting with ones' peers.
7. TESOL International Association acts as a credible filter for knowledge and information in our field.
8. There is an increased demand for English language teaching knowledge and expertise around the world.
9. Many members have increased financial instability.
10. There is increasing competition from online professional development resources and alternatives (both paid and free).
11. Political dynamics around language impact the field (e.g. linguistic imperialism, multilingualism).
12. There is an international perception that associations are like unions.
13. The perception that nonnative speakers can't be effective English language teachers and that native speakers are automatically effective English language teachers persists.
14. Education policy is experiencing paradigm shifts (e.g. a focus on test preparation), which change the nature of teaching and teacher evaluation.

## Appendix G. Recommended Strategies within the Levels

Level 0	Level 1	Level 2	Level 3
<b>Status quo</b>	<p><b>Efficient and effective structure:</b></p> <ul style="list-style-type: none"> <li>Streamline structure to ensure appropriate allocation of resources (staff, volunteers and finances) and eliminate duplication of work and redundancy.</li> <li>Develop the most effective practice for Board and Staff liaison roles.</li> </ul>	<p>+ Level 1 strategies</p>	<p>+ Level 1 strategies</p>
		<p><b>Efficient and effective structure:</b></p> <ul style="list-style-type: none"> <li>Have different types of committees based on function (e.g. advising, ongoing tasks, short term tasks) (For example ALC/ILC could be advisory to the board on issues of practice of the profession).</li> <li>Develop procedures for evaluation of expertise, competence, skills, knowledge needed for the creation of a new member group or task force; is another group already capable of handling the new task?</li> <li>De-couple committee meetings and administrative functions from convention.</li> </ul>	<p>+ Level 2 strategies</p>
		<p><b>Efficient and effective structure:</b></p> <ul style="list-style-type: none"> <li>Create a governance structure that allows for informal member groups (e.g. Allow autonomous communities of practice outside of convention - virtually; develop parameters for existence that aligns with TESOL mission and values; no need for board/staff liaisons).</li> <li>Consider reconstituting/re-conceptualizing ISs as communities of practice.</li> <li>De-couple IS involvement from convention program selection process.</li> </ul>	

## Appendix G. Recommended Strategies within the Levels

	<p><b>Roles and relationships:</b></p> <ul style="list-style-type: none"> <li>• Develop a mandate for each member group.</li> <li>• Provide orientation to all volunteers in member groups related to their role and charge.</li> <li>• Re-define the charge to interest sections and empower them with the necessary resources.</li> <li>• Standardize the criteria for what needs to be included in job descriptions and charges.</li> <li>• Enable member groups to use the knowledge-based governance system for their work.</li> </ul>		<p><b>Strategic alignment:</b></p> <ul style="list-style-type: none"> <li>• Re-build all member groups and committees annually based on current needs, work and resources.</li> </ul>
	<p><b>Knowledge exchange:</b></p> <ul style="list-style-type: none"> <li>• Create a clear communications system to and from member groups and board.</li> <li>• Re-structure the resolutions process to better serve as a communications vehicle between members and the board.</li> <li>• Enable communication among the member groups for knowledge exchange and networking.</li> <li>• Evaluate and revise governance tasks and activities in order to reduce interference with academic participation at the convention.</li> <li>• Refine convention proposal selection process so that it is fair, efficient and ensures the best proposals are selected.</li> </ul>		

## Appendix G. Recommended Strategies within the Levels

	<p><b>Volunteer leadership development and engagement:</b></p> <ul style="list-style-type: none"> <li>• Ensure that members are aware of engagement opportunities and skills needed to succeed in a given role.</li> <li>• Review evaluation processes for the effectiveness of all member groups, including the board.</li> <li>• Establish a systemic and coherent volunteer management process (including selection, training and evaluation of members in work groups).</li> <li>• Evaluate the selection process for member groups (election vs. appointment) and determine the most effective for each.</li> </ul>		
	<p><b>Strategic alignment:</b></p> <ul style="list-style-type: none"> <li>• Make sure that all work groups are related to strategic or operational plans with the autonomy to choose the most effective way to carry out their work.</li> </ul>		

## Appendix H. List of Recommended Options and Alternatives With Advantages and Disadvantages

*Level 0 No change*

Strategies	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• <b>Do nothing</b></li> </ul>	<ul style="list-style-type: none"> <li>• This option appears to be cost-free, easy, and quick.</li> <li>• It could be perceived to be the best option if the findings from the research are not perceived to be a problem that needs to be solved.</li> <li>• It could be the best solution if anxiety about the unknown is too great a barrier for change within the association.</li> <li>• It could be the best solution if the recommended strategies are not perceived to solve the current problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Members and volunteer members will continue to be disgruntled, and the current dysfunctions will remain and likely intensify.</li> <li>• Member groups will remain disconnected from each other and the Board.</li> <li>• Member retention will continue to be stagnant.</li> <li>• The association will remain without effective means to exchange knowledge and information (other than the convention).</li> <li>• Resources (human and material) will continue to be overstretched.</li> <li>• The association’s potential for leadership and impact on the field of TESOL will be mitigated.</li> </ul>

## Appendix H. List of Recommended Options and Alternatives With Advantages and Disadvantages

*Level 1 Primarily changes to processes*

Strategies	Advantages	Disadvantages
<p><u>Efficient and effective structure:</u></p> <ul style="list-style-type: none"> <li>Streamline committee structure to ensure appropriate allocation of resources (staff, volunteers and finances) and eliminate duplication of work and redundancy.</li> <li>Develop the most effective practice for Board and Staff liaison roles.</li> </ul>	<ul style="list-style-type: none"> <li>Better allocation and greater impact of resources reducing workload for staff and board.</li> <li>Ensures Staff Liaison &amp; Board Liaison roles are focused and complementary.</li> <li>Provides greater clarity of roles thereby enhancing smooth communication with staff and membership and providing opportunity for more efficient use of volunteer knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Requires thorough communication strategy to implement and maintain in order to avoid adverse reaction from member groups.</li> <li>With fewer work groups, perceived loss of volunteer opportunities for members.</li> <li>Unknown time and cost factors; feasibility study required (based on new structure) which should address all of the above.</li> </ul>
<p><u>Strategic alignment:</u></p> <ul style="list-style-type: none"> <li>Make sure that all work groups are related to strategic or operational plans with the autonomy to choose the most effective way to carry out their work.</li> <li>Develop a regular system of evaluation and review for all member groups</li> </ul>	<ul style="list-style-type: none"> <li>Synergy and nimbleness resulting from alignment of all groups.</li> <li>Greater efficiency and creativity based on autonomy to do work.</li> <li>Camaraderie from unified purpose depending on related communication channels and styles.</li> </ul>	<ul style="list-style-type: none"> <li>Requires thorough communication strategy to implement and maintain in order to avoid adverse reaction from member groups.</li> <li>With work not aligned, perceived loss of opportunity among some member groups.</li> <li>Unknown time and cost factors; feasibility study required (based on new structure) which should address all of the above.</li> </ul>

## Appendix H. List of Recommended Options and Alternatives With Advantages and Disadvantages

<p><u>Roles and relationships:</u></p> <ul style="list-style-type: none"> <li>• Develop a mandate for each member group.</li> <li>• Provide orientation to all volunteers in member groups related to their role and charge.</li> <li>• Re-define the charge to interest sections and empower them with the necessary resources.</li> <li>• Standardize the criteria for what needs to be included in job descriptions and charges.</li> <li>• Enable member groups to use the knowledge-based governance system for their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Member groups and the Board will have a better sense of what the groups are doing through clarified roles for all.</li> <li>• Member groups will be more effective and their work can be more readily evaluated.</li> <li>• People will have a better understanding of the scope of their work and will be helped to see the bigger picture as well as their part in it.</li> <li>• Could lead to greater efficiency of operations.</li> <li>• It could result in better communication among member groups because we would have a shared perspective of the organization and understand the roles of the members.</li> </ul> <ul style="list-style-type: none"> <li>• Perceived threat to autonomy and potential lack of buy-in from some groups</li> <li>• Online and face-to-face training and orientation would require development and annual updating.</li> <li>• Need specific training for specific groups, not just overall general orientation.</li> <li>• Possible perception of bureaucracy</li> <li>• It will take time to develop descriptions/charges and to develop a system to monitor/evaluate.</li> <li>• It would require ongoing training and leadership development; otherwise, there is the risk that groups would ignore the system when leaders change.</li> </ul>
<p><u>Volunteer leadership development and engagement:</u></p> <ul style="list-style-type: none"> <li>• Ensure that members are aware of engagement opportunities and skills needed to succeed in a given role.</li> <li>• Review evaluation processes for the effectiveness of all member groups, including the board.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater accountability to the members through evaluation processes and greater transparency.</li> <li>• Enhanced ability to respond and act upon inefficiencies, and ensure that groups are supporting the strategic plan.</li> <li>• Improved selection process includes training, which does not exist now.</li> </ul> <ul style="list-style-type: none"> <li>• Perhaps unnecessary control and additional administration for groups who have expressly said they would like fewer administrative tasks.</li> <li>• Increased perception of top-down approaches within the organization</li> <li>• May not yield immediate benefits.</li> </ul>

## Appendix H. List of Recommended Options and Alternatives With Advantages and Disadvantages

<ul style="list-style-type: none"> <li>• Establish a systemic and coherent volunteer management process (including selection, training and evaluation of members in work groups).</li> <li>• Evaluate the selection process for member groups (election vs. appointment) and determine the most effective for each.</li> </ul> <p><b><u>Knowledge exchange:</u></b></p> <ul style="list-style-type: none"> <li>• Create a clear communications and knowledge exchange system to and from member groups and board.</li> <li>• Re-structure the resolutions process to better serve as a communications vehicle between members and the board.</li> <li>• Enable communication among the member groups for knowledge exchange and networking.</li> <li>• Evaluate and revise governance tasks and activities in order to reduce interference with academic participation at the convention</li> <li>• Refine convention proposal selection process so that it is fair, efficient, and ensures the best proposals are selected.</li> </ul>	<ul style="list-style-type: none"> <li>• More effective way to match volunteer skills and interests to member group/leader needs.</li> <li>• Provides opportunity to evaluate and identify skills and functions needed for member groups/leaders.</li> <li>• More efficient use of volunteer resources for association.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes additional staff/volunteer time to coordinate.</li> <li>• Possible perception that fewer opportunities exist if there are fewer open elections.</li> <li>• May run counter to culture of equality and inclusiveness that defaults to elections as the most “fair” process for everything.</li> </ul>
<ul style="list-style-type: none"> <li>• Board knows member concerns and issues.</li> <li>• Members know how to communicate so their concerns are heard and their knowledge is utilized.</li> <li>• Members will feel more like participants and contributors to the association.</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses member groups on substantive, not administrative work, creating communities of practice that operate year round.</li> <li>• Reduces redundancies/duplication of member groups’ work across the association.</li> <li>• Streamlines convention work, no longer requiring 21 separate mini-conference chairs</li> </ul>	<ul style="list-style-type: none"> <li>• May require TESOL to fund member groups’ online ways to conduct their business.</li> <li>• May be perceived as board interference in member group work and a reduction of autonomy.</li> <li>• Could be perceived as disruptive and upsetting to current ISS</li> <li>• Could reduce opportunities for ‘official’ roles at convention, which may impact upon some (e.g., those whose funding to attend the convention may be dependent on an official role).</li> </ul>

## Appendix H. List of Recommended Options and Alternatives With Advantages and Disadvantages

*Level 2 Changes to process as in Level 1, plus changes to standing committees.*

Strategies	Advantages	Disadvantages
<p><u>Efficient and effective structure:</u></p> <ul style="list-style-type: none"> <li>• Have different types of committee structures based on function (e.g. advising, ongoing tasks, short term tasks).</li> <li>• Develop procedures for evaluation of expertise, competence, skills, knowledge needed for the creation of a new member group or task force; is another group already capable of handling the new task?</li> <li>• De-couple committee meetings and administrative functions from convention.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a more efficient and effective use of member expertise and staff resources that is more agile in responding to change.</li> <li>• Ensures an efficient approach where redundancy of activity is reduced or eliminated</li> <li>• Voluntary work is more rewarding for members.</li> <li>• Provides ability for TESOL to be nimble and more capable of pursuing opportunities, and responding to issues, as they arise.</li> <li>• Provides more opportunities for leaders to use Convention for professional development and networking</li> <li>• Opportunity for leaders to stagger virtual meetings throughout the year and focus on substantive professional issues beyond convention organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposed structural changes require time and resources to disentangle current structures and propose new ones.</li> <li>• May result in fewer leadership opportunities</li> <li>• May disgruntle current or past leaders or members of committees.</li> <li>• May paradoxically increase the bureaucracy and place more power in the hands of fewer decision makers.</li> </ul>

## Appendix H. List of Recommended Options and Alternatives With Advantages and Disadvantages

*Level 3 Changes to process and committees as in Level 2, plus changes to Interest Sections.*

Strategies	Advantages	Disadvantages
<p><b><u>Efficient and effective structure:</u></b></p> <ul style="list-style-type: none"> <li>• Create a governance structure that allows for tiers of formal and informal member groups (e.g. Allow autonomous communities of practice outside of convention - virtually; develop parameters for existence that aligns with TESOL mission and values; no need for board/staff liaisons).</li> <li>• Consider reconstituting/re-conceptualizing ISs as communities of practice.</li> <li>• De-couple IS involvement from convention program selection process.</li> </ul>	<ul style="list-style-type: none"> <li>• Enables greater flexibility and agility for members to convene around issues of interest.</li> <li>• Provides for greater focus and purpose for member groups.</li> <li>• May allow for disenfranchised members to find affinity groups.</li> <li>• May engage more members in CoP that speak to their interests year-round.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires significant change of legacy member group structures, which may meet with great resistance.</li> <li>• Perceived loss of control from current ISs.</li> <li>• Unknown time and cost factors; feasibility study required (based on new structure) which should address all of the above.</li> </ul>
<p><b><u>Strategic alignment:</u></b></p> <ul style="list-style-type: none"> <li>• Re-build all member groups and committees annually based on current needs, work and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Could be more responsive to association's needs.</li> <li>• Could be more nimble without legacy groupings.</li> <li>• Removes vested interests and focuses on strategic directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Radical restructuring of organization would be required in order to achieve this.</li> <li>• May not be the best method to meet the needs of the association and the field.</li> <li>• Unknown time and cost factors; feasibility study required (based on new structure) which should address all of the above.</li> <li>• Loss of continuity/ increased churn.</li> <li>• Huge work burden on Board and staff to reconstitute member groups from year to year.</li> </ul>