INTRODUCTION

LOOKING FORWARD TO NEXT YEAR

John Ahlen: (needs feedback) If people have thoughts on the kind of questions that we ask or the things that we should be asking about the recruit of potential members and also to spread the word and let people know so that we could start recruiting from a broader base of international students next year for the openings available. We have some folks from AEIS here today and we do have some updates on the AEIS report that we had sent earlier. Abe adds more on this...

AEIS

Abe S.: On AEIS

As you all know because you voted and constructed the AEIS recommendation. It was delivered to key members of the American English Institute, so I met with Dr. Tom Delaney who is responsible for the curriculum of AEIS, Britt Johnson who is responsible for the overall curriculum of the American English Institute, Alysha Goeing who is associate director of the American English Institute. I made sure the understood the context of it and it was student perspective. The good news is the group seems open to the suggestions and more exciting than that some of the things seem to be already initiated, so some things are already being worked on. Some things are a little more difficult to start, if we break down the recommendations.

First the recommendations was to investigate the potential overlap between level 6 and AEIS 110 that if people did go through the conditional admission process they would be able to finish level 6 in the intensive English program and once matriculated depending on the test scores could have tested into the first level. Some feeling from the committee and your personal responses was that it was good practice but it was duplication in many ways. So that was a recommendation to the AEIS program and to look at that and see if there is anything that could be done for those individuals to avoid duplication.

Second was a recommendation that was perceived by the international student advisory board and constituents that could be more content integrated into the AEIS course work. That it was valuable information but it didn't deal with specific majors all the time or didn't have enough academic content from the outside of the English learning world.
Third recommendation had to do with requirements that AEIS fulfills for matriculated students and investigating whether instead of only elective credits that those credits could be looked at to cover potentially some general university requirements such as a multicultural requirement and things like this. In that front I think we will hear more about these things from our visitors so I will let them speak to that but it seems like there has been some initiatives already starting in evaluating the AEIS curriculum and potentially making some changes to the AEIS curriculum.

Lastly, Tom Delaney introduced the idea that when the syllabus significantly changes it might be an opportunity for him to go to the university senate on courses and ask if these courses couldn’t fulfill broader requirements for students so that their degree could be composed of these requirements in addition to other things not just helping someone get to 180 for an undergraduate degree.

**Jessie Sijie Li:** I’m worried that you are talking about the positive comment on this document. I don’t want to be so aggressive so I am wondering they are just saying that they are really open to this document or they are ok with it and have an actual plan for it because I have worked with a lot situations like this and in most cases they say ohh yeah we know and we can’t do anything about it and its sad.

**Abe Responds to Jessie:** There is a trend habit that when someone smiles and says that’s a really good idea and then they walk away and nothing happens. I think I may allow other people in the room to speak on that because we some people in the room that know about some direct item actions that are taking place and may be able to impact some of these recommendations.

**Matt Chambers:** instructor at AEI now in AEIS

Prior to teaching this term I was brought on board with TOM Delaney to help develop this new curriculum that would be more content heavy and would be kind of considered an ongoing orientation course to first year international students helping to prevent certain shortcomings that international students face in their first year.

**Tonya Mildon:** (teaching in AEIS for 4years)

First year international student collaborative here and its addressing more generally what most you guys have been talking about. Specifically, what we have been working on is a document that says different goals that the collaborative wants to do and we are focusing more on the top two.

**Goals**

- Working on revising AEIS 101 skills class to provide an ongoing orientation where students learn tools for success for them to be academically successful in their time at UO and also help them adjust to life in Eugene and to bring in some of that content. Focus in 101 is listening skills so we are thinking instead of listening to random things we might pull from texts or the internet, the listening might be bringing in actual people from different areas or video
clips of students who can give advice and using that as a listening component but also provide that on going orientation to help students adjust.

**Matt Chambers:**
We are still very much in the early stages of having this, so at this point is most important that we listen and absorb rather than try and solve problems that we think are problems when we don’t really have the full picture yet. We have a very good idea of what the problems are but we are fully aware that is an incomplete picture so that’s what we are here for to hear your side of it and inform this curriculum.

**Jessie S.:**
I am wondering what the word special means like “Special Challenges”

**Tonya response to Jessie:**
Unique perhaps they are different from the students coming from another city in Oregon or from another part of the United States. I hear from students on the survey what they have found most challenging and they often say housing. To find a place coming from overseas to find a place that they want to live and they don’t feel over charged for or finding food. They are not only coming from an entirely different place they are coming from a different culture so yes special means they are different from most newly arrived students.

**Jessie:**
So this collaborative will be more inclusive no just academic way.

**Tonya responds:**
I feel like it’s an important thing, I think we both feel like its important

**Matt adds:**
Its yet to be determined what the waiting or the emphasis will look like but I think you can not neglect the other aspects to students life, they are people before they are students, so I think that has to be acknowledged in the curriculum as well but if my understanding is that there is completely academic focus because this is coming through repeated observations from the office of academic advising that there are just these trends that keep happening that students keep falling into again and again. That has to be addressed but I think you could not ignore the more personal issues too.

**Tonya adds:**
Things like security, students have come to me with situations that again because they are from a different culture they don’t know how to address the fact that their boyfriend is stalking them so I am able to give them the tools but I figure if we just
had a portion where we talked about campus security or personal security as one example of a non academic but certainly important for their lives here.

Abe:
And this is sort of an English pedagogical background so that you are delivering this content in a way that challenges the student to gain an English language proficiency skill that are identified as outcome desires.

Tonya:
So we are fulfilling the same outcomes but through this lens of both academic and life success.

Abe:
(Side note)
This is something Tom spoke to me and he said that when the syllabus comes out, if it could be strong enough to bring to the senate to say that this should could as a multicultural requirement because someone is learning about a new culture in an in depth academic setting, so that’s a direct response to our recommendation. The development of this course

Yue Shen:
I’m curious. I know it is still in the process of being developed and it’s going to be a listening strengthening course. It’s still going to be a structural course so its set time set location. I’m pretty sure it will be advising section in the AEI institute but I wonder how possible it is to connect the two because a lot of times it is great that it could be focused more on blending into the new culture but a lot of problems I get since I used to advice freshman generally but also personally and through small networks have fire backs about receiving services from the university. Its very clear what should be done and why but why only stops at its what it is. That can get people going but the learning aspect can be discounted on that end. If it was in the course not only would there be a more comprehensive learning section about how to assimilate into this culture but more like leaving room for students to do some self reflecting even in a slow or less productive way maybe even a specific section about it so they can make more sense of what they are learning.

Matt:
One thing that is one the draw backs having a topic based on topics its like week one this topic week two that topic because that topic might not be relevant to you in a given time and if it isn’t then its not gonna sink in so we should think of ways in which we can address that. You (Yue) mentioned the self-reflection, one thing I’ve done in a similar course in the past is to have an element of every week writing a reflective journal. In this case since it’s a speaking- listening class it could be easily converted to an audio recording and it could be done in different way like what is your goal for this week or what is your experience something to acknowledge that
each person is going to receive this information in this topic in their own way. I think that’s highly important for us.

Yue:
I assumed if students get into your class because their score reflects that their English proficiency is not considered high enough, but their initial goal is to be matriculated into the university, get their degree and so on. A lot of them ask why is it so that I have to be in this class. It is kind a hard for them to acknowledge that their English proficiency is not good enough to function in normal classes but then because they are not given the opportunity to step in these classes and get the experience a lot of them think its some arbitrary may be some hard ego just being a transition from high school to university students so I think you if you would make the teaching effectiveness or course outcome more appreciated.

Matt:
One clarification is that AEIS students are taking the classes too. Prior to this I have been teaching in the intensive English program where students just take English and I have had that push back thing where students say my English is good enough I just need to get to the UO as quick as possible. These students leave my class and they go into psychology or business

Yue: Ohhh so I confused concepts ...

Matt: Yeah, so they are already there and its actually really nice because now they come into my class with very good questions like how do I take effective notes in my lectures because I start writing and by the time I’m done the professor is talking about something different. I think in terms of the buying value I think its much more present to be in the AEIS than it is in the IEP. SO yes tapping into that and making the connection very explicit to this course is what is going to help you in your other courses. I don’t want them to succeed in this class, that’s not the goal of this class. This is to help them succeed in other classes.

Tonya:
And I think all of us that teach in AEIS classes or at least most of us really try to focus on that. That what you are learning in this class is not for this class, what you are learning in this class is to help you do better in your other classes. How seriously they take it is sometime because they are taking other classes like math or business. This class is the easiest and least important but I know I and other teachers know is that these are tools we are giving you and I’m hoping that this 101 class which hopefully be one of the first classes depending on their level that they will be funneled into that we can make it such that they really will understand and appreciate the value and think about the effect of applying it to their future years.
**Jessie:**
I am going to follow up what she just said, the point on AEI. It's really like the first institute they are in so I wondering what the difference between AEI and AEIS because some students are confused. They take the AEI courses and when they are done they still have more English classes to take yet they thought they had completed. AEI makes sense because English is my second language I am learning the academic way to be ready for college.

**Yue:**
A side of it is like when you are confused especially when you are not familiar with the structure of the program. When I have problems do I still go to AEI teachers or people I knew previously or now I also take classes and I'm officially a student. Am I entitled to all the services on campus? Do I still need to bring other documents? But that's just a detail in a sense.

**Matt:**
I think knowing who to go to for what is a huge factor.

**Yue:**
I don't know if any of your classes or may be the last one would emphasize that there is a lot of support out there that they could use.

**Abe:**
I think when we have Ethan at one o'clock one of the things is that during orientation is really try to articulate the difference and we have now just recently began to have a breakout group for AEI students that are transitioning inside of orientation so its not just the AEI group level 6 that is thrown into the ISO program with the regular students. But in that population changes at one point it was 75% of our international students of AEI conditional admits that came from level 6 now its more like 25% percent so that population flows. When they were the where the whole group it wasn’t much of an issue but now when they are much smaller of a group they feel like I joined this group now they are telling me to take English again and its in the same class rooms I was in before so it might so it doesn’t feel like I have changed a physical location and it might be the same teacher from IEP and now teaching in AEIS. So I think part of this is communication as an administration to set the expectation appropriately through our printed materials. There is always a push pull between our recruitment office because it’s a disincentive for our recruiters out there to talk a lot about AEIS because it doesn’t make people want to come to the university. But then we are interested in giving accurate information about what a student is paying for.

**Jessie:**
When I finish the AEIS courses then told that I have to go through more English classes, why just not tell me that I am not ready for the higher level instead of just throwing me into more classes. Why not just tell me that I need to take more classes
in the AEIS program because the truth is my English is not your sufficient enough to enroll in the university courses.

**Matt:**
The problem is actually bigger than the AEI. The problem probably lies as a fact that the UO has one of the best language requirements of all universities in US. So truthfully all the students that do come to us from overseas are not ready but that's just the fact of having that low language requirement. Its one of the things that makes UO competitive internationally, and its not one unfortunately that's in the control of the AEIS to change.

**John:**
Is there a particular outcome that you all are looking for students that come out of the 101 class? In particular I'm wondering if there is anything that might be measurable for a lot of classes its going to be you know the content you take the test you get an A and then you are done. One of the things I'm hearing about these classes is that its really all about how these people are doing in their other classes kinda preparing them for this broader context. In our office we do have a couple of measurable so students can come to us who need to drop classes due to academic difficulties there is a lot of characteristics that we might look at. So I was wondering if there is particular outcomes that you are all looking at and whether or not there is a kinda measurable way that we can see how this getting designed and how the student problems might be solved.

**Tonya:**
In all of the AEIS classes part of the syllabus is these are the outcomes, these are the things you will be able to do. Actually, I have read the 101 curriculum I have taught 102 which is the follow up course to that as for talking about the difference between the listening and the production skills. In 102 they do more presentations and group discussion and we are trying to focus on their oral output. Yes, we have objectives that they are meant to meet its not may be exactly like a math class where you would able to solve a problem and demonstrate it like that so they might so they might seem a bit softer and as we are revising their curriculum we are going to have to rethink, are we going to change the actual wordings of the objectives or are we going to fold in these topics and tools and reflect them through these same objectives so we still do have outcomes that we are aiming for.

**Ting-Ru Yang:**
In my opinion I feel like the reason that students don't think this class is necessary because in the other classes they take they don't have any chance to speak in class. Can you change the focus of these objectives to prepare students for discussion?

**Tonya:**
For example my students were giving presentations but the presentation was only as a means to give the students a background on what the topic was. Then each presenter led a small discussion group and was responsible for being a good
discussion leader and summarizing what they had learned. They actually only do two big presentations and every other thing is much more focused on discussion.

**Jessie:**
The instructors should give more information or background on why students need these skills. I think instructors should give a guide to students otherwise students think they don't need it.

**Zhaohui Chen:**
I disagree with that because I think that all skills are needed for all aspects of life. As a person living in the states or in Eugene you probably engage yourself with people, your classmates, friends and other students, so that involves the skill of listening and communicating in language. So I do think the skills in AEIS 101 and 102 apply to every aspect as life of a college student.

**Abe:**
It seems to me that some of the issues is just the innate challenge of learning a second language can be a life time process and we are trying to address something in 11 weeks and students sometimes expect those 11 weeks to provide a directly applicable skill and so sometimes its just setting the expectation that within the 11 weeks we are going to give you intense language instruction that can be applicable to your life. But don't expect after 11 weeks to be fluent.

**Matt:**
One of the things we would like to focus on is bringing native English speakers into the classroom for authentic communication. So I think that will have a dual effect of helping the authentic communication but also making connections and realizing the value in that.

**Jessie:**
AEIS can also make it a place for students to learn pop culture

**Ting:**
Will the native speakers be mentors or peer learners or teaching assistants? Are they equal to international students in the classroom?

**Matt:**
Who exactly they are is still unknown but my vision is that they will be mostly undergraduate students who have some interest in international education or English majors, linguistics would do this as an opportunity to interact with international students.

**Tonya:**
Mentions results from the survey is that students do not interact to practice English and she makes sure that in her class the students work on improving that section.
ORIENTATION- ETHAN MAPES (ISO)

**Ethan Mapes:** ONLINE AEI TESTING

Embarking on new endeavors

- Fall testing is completely online (want to free up time for testing for more programming) get rid of testing ISO
- Reduce time of lecture presentations so there are more engagement and student participation.

**Yue:**

What is the new immigration check-in?

**Ethan:**
When students come in they have to submit an immigration check-in online and usually we give this information during ISO so we are going to put this on the schedule so that students during ISO can take care of it and not have to worry about it.

**Abe:**

One of the problems is that we have been unable to get student addresses because they are not updating duck web with their physical address. We want to also make sure that the students understand other elements of their immigration status.

**Jessie:**

I read an email from the ISO about hiring social media coordinator and I think social media is the fastest way to connect to students.

**Yue:**

Do have the idea of what the content will be during future orientations?

**Ethan:**

Fall 2016 is when we will be looking to have everything online. Some will still be in person like visa information we still need be able to interact with the students so that we know they understand their regulations and requirements. Take away the lectures. I think its an opportunity to engage with students in the community so every hour saved gives more time towards interaction.

**Abe:**

It has been a theme that students do enjoy some of the social programs that we run. We do a dance we do a picnic and restaurant hop. In our mind this is contributing to student success in terms of building community reducing the chances of isolation culture shock depression and attrition. So I think the balance between lecture and social connection is important.
Yue:  
It's not authentic to use specific languages Rewrite questions after lecture for one-on-one advising

Ethan:  
Invite ISAB to sit in on the summer presentations and they students will be participating in the presentation as well.

Yue: About grad student orientation more information

Ethan: There will be new breakouts divided by levels. I will shed some light on international student issues. I will come in to expand on areas that are informed during the presentations. The grad school does their part during ISO.

John: Is there any content to add on ISO? Any thoughts on what we should do to fill in the free time?

Yue: Bringing professors to interact with students might be a good idea to create a relationship between students and professors to help students feel comfortable. Her experience at HEDCO, most professors are very interested in connecting to international students.

John: In the past, professors did not readily make themselves available as ISO runs outside the regular class time on campus. We could invite professors for ISO letting them know the students interest in hearing from them. How else do we incentivize faculty to attend ISO? Make tenure or promotion for faculty to attend and promote attendance of their specific class.

Abe: Many international students are confused by job title of professor and administrator and what the difference is with job description/function. And class rules as they differ from class to class.

Ethan: Confirms that professors do attend fall ISO with presentations, but still has no direct contact with the students. Reminds all that it is difficult to include professors as ISO is outside of their regular term.

John: Faculty has been invited in the past, but feels it is important that faculty know international students ARE interested in meeting professors. Discuss at next ISAB meeting. He sites the process for scholarships that need a recommendation from a faculty member. Students come to him and ask 'How do I get a recommendation from my professor when I have never talked to him'? Classes are large and many international students feel awkward introducing themselves to professors. John lets students know that it is okay and highly recommended to get to know you professors one-on-one for future reference and just to get comfortable in getting yourself out there. Ask questions and be outspoken. Students should begin building relationships as soon as they arrive on campus.
Ethan: Invites ISAB to give him ideas on how to reach professors and have them interested in attending ISO not from just a presentation aspect, but really get involved.

Abe: There are a few colleges that know the importance of international student attendance in their classrooms and are interested in being a part of ISO for that reason. John agrees.

Yue: After three years on campus, she finally understands the difference between professors and admin. How can we teach these incoming students this fact from the start? She had to figure it out herself and feels it should be taught to distinguish staff from administrators.

John: He will collate notes about professors attending ISO in order to address in future ISAB meetings.

Jessie: Is there a homestay program that is longer than the FFIS short stays? Is there any online information for students looking for a longer stay with a host family to learn culture and conversation?

Abe: For matriculated students only the FFIS can help as they are loosely affiliated as the liaison with the UO. Offered every term and is free for this short term. Volunteers are recruited and trained. Matching is done in OIA for students with families and creates life long connections. Gives students special experiences like a temporary place to live or Share holidays. We don’t have a UO coordinated long-term stay program. The AEI has a homestay program where there is a rent fee and families are screened and trained as well, a safer and easier place for them to transition to. There has been talk of expanding this homestay program and there are legal aspects to consider. Too many unknowns in this arena and lots of logistical problems can occur. There will always to fees involved but we do not have the bandwidth to take care of this programming. Just giving the lay of the land. It is best if an international student can live on-campus to experience the campus culture and connect with the UO student population.

Meeting ends.