

Summary of the English-Speaking Union Strategic Plan as of August, 2016

The driving force in the Board’s current strategic plan is redeveloping the ESU’s educational programs, prioritized as follows:

- **English in Action** (includes the Andrew Romay New Immigrant Center, or “ARNIC”)
- **British Universities Summer School** (to be renamed **Teachers Learning Abroad-UK**, and to be known as “T-LAB”)
- **Middle School Debate**
- **National Shakespeare Competition**

Other programs – **Secondary School Exchange** and **Luard Morse Scholarships** are also to be retained in service to the mission of the ESU.

In order to project this new sense of leadership in education, the English-Speaking Union is to be renamed “English in Action – ESU” or, as an alternative, “English in Action – The English-Speaking Union.” Protocols for this wording and branding are to be worked out in subsequent planning for this specific objective.

In the next phase of its growth, the ESU will invest in developing each of its programs identified in Diagram 1. Each requires review and development to proceed on its own merits: establishing benchmarks and a plan for reaching them; demonstrating financial stability and a pathway toward growth in revenue and capacity; and generating an excellent business plan (e.g., revenue/cost analysis, program design, staffing, marketing, etc.).

The ESU as an organization is to operate much like an institution of higher learning, with a “school” for international exchange and a “school” for educational opportunities that involve the speaking of English. Each school will have a group of programs (or “departments”).

Diagram 1 – English in Action Programs of the ESU



As with central administration in an institution of higher learning, the ESU administration is responsible for the coordination and public perception of the whole institution, providing leadership to promote shared values and to build an effective organizational culture. It raises funds (with Board leadership); manages funds, staffing, membership, marketing and communications (e.g., web and social media presence); and coordinates with the branches. Overall, it is responsible for the “brand” of the ESU – how the organization is perceived by the public, that is, how it promises and delivers value to ESU beneficiaries and supporters.

The ESU will be able to move more quickly on some education programs than others. Both Teachers Learning Abroad-UK and Middle School Debate simply need ramping up after a modest amount of business planning and working out of agreements with business partners; needed evaluation can follow. English in Action is similarly functioning well, although a complete system is not as readily in place to expand the program immediately nationwide; immediate evaluation is desirable, although its lag time should not delay the business planning required to expand the program.

The National Shakespeare Program will continue while undergoing evaluation through a three-year grace period; its revision needs immediate, high-level attention from the Board and executive staff.

The Secondary School Exchange program can continue as it is currently, but planning should begin for ways to expand it to, for example, a program bringing scholars from international ESUs to US public schools.

A sixth program, the Luard Morse Scholarships, requires policy changes rather than redevelopment to enhance its impact. A seventh program, the National Speakers Program, similarly requires additional attention to insure adequate impact without essential change to the basic idea.

Administration adaptation to this strategic plan is primarily a function of executive staff leadership with Board participation in the annual budgeting process. Of administrative functions described in this strategic plan, the Board is expected to be most closely involved in fundraising, enhancing the organization’s public image and outreach, and re-naming.