

Note from Secretary, March 2021: This document was part of the May 2020 Faculty Senate packet.

To: Faculty Senate Steering Committee

From: Education Policy Committee

Date: April 27, 2020

RE: IELP Transfer to OIA

The EPC reviewed the proposal for IELP to move to OIA and met with IELP faculty and leadership to address questions from committee members.

EPC members judged that the move to IELP counts as a minor change as it does not include significant changes to the programs, services, and staff. After discussion, EPC members present at our April 16, 2020 meeting voted unanimously to approve the move.

Note from Secretary, March 2021: This document was part of the May 2020 Faculty Senate packet.

Note from Secretary: Educational Policy Committee has approved the administrative move of the Intensive English Language Program to the Office of International Affairs, in accordance with the process for transfer of academic units (see Attachment E.8.b). Budget Committee has submitted the memo below containing their analysis of the move. Steering Committee accordingly offers this resolution for Senate's consideration:

In view of the administrative move of the Intensive English Language Program to the Office of International Affairs approved by the Educational Policy Committee, Faculty Senate calls on the IELP/OIA transition team to **provide timely information to both** the Faculty Senate and the Budget Committee about their determination of the details and changes to budgeting for IELP/OIA for FY2021 and beyond.

Memo

To: Faculty Senate Steering Committee

From: Faculty Senate Budget Committee
Steven Boyce (co-chair), Mitch Cruzan (co-chair), Tina Anctil, Candace Avalos, Michael Bowman, Eric Geschke, Sam Gioia, Brenda Glascott, David Hansen, Arthur Hendricks, ChiaYin Hsu, Martin Lafrenz, Janice Lee, Derek Tretheway, Melody Valdini, Stephen Walton, Bradley Wipfli

RE: Budgetary Impact of Merger of OIA and IELP

As representatives of the Faculty Senate Budget Committee, we are writing to express our perspectives on the budgetary impact of the proposed merger of OIA and IELP.

Due to anticipated budget strain caused by steady declines in enrollment, units within OAA have been tasked with forming budgets that reflect a reduction to the current service level (CSL). The outcomes of the process this year have led to significant proposed cuts to IELP and OIA for FY2021. These proposed cuts to IELP for FY21 are a result of the IPEB process, which is based on enrollment trends and the projected overall budget for OAA. The proposed reductions are not directly tied to the proposed merger of OIA and IELP.

The description from the latest memo to EPC (March 4) regarding the budget expectations of the merger during the transition includes the following:

"IELP will maintain their budget and continue the IPEB process through FY21. The OIA and IELP transition team may explore new approaches to the operational logistics of delivering some non-credit programming and other services that can benefit the work of IELP and OIA. OAA will determine any changes to how the IELP is incorporated into PSU's budget process."

Since the proposed merger has been determined by the EPC to be a minor change, the possible budgetary impacts of the merger were not reviewed by the FSBC. **However, FSBC is concerned that merger decisions with budget implications may still warrant oversight in the faculty governance process.** As IELP is a revenue-generating unit, we expect continued transparency and communication with FSBC regarding budgeting for IELP during and after the transition period. We also recommend that the OIA and IELP transition team **provide timely information to both** Faculty Senate and the Faculty Senate Budget Committee in their determination of details and changes to budgeting for IELP/OIA for FY2021 and beyond.

Note from Secretary, March 2021: As background to the above memos from May 2020: this proposal, as indicated, was presented to EPC in April 2020.

Faculty Senate Proposal IELP Transfer to OIA

Date: April 15, 2020

Prepared by: IELP Task Force
(Julie Haun, Brett Bolstad, Michele Miller, Errin Beck and Eowyn Ferey)

Submitted to: Faculty Senate Educational Policies Committee

IELP vote: Vote completed April 15, 2020
28/31 approve, 0 abstain, 0 don't approve

Objectives

The IELP and OIA share a focus of supporting international education at Portland State. There are natural synergies between the work of the two units that can be amplified by moving the IELP into OIA and forming a more intentional and collaborative joint unit in support of international education at PSU. This includes collaborating on outreach efforts to bring students to campus, delivering impactful educational programming and supporting student success efforts for students while they are here.

Specifically, there are three key objectives of the proposed move.

Objective 1

Conduct more effective outreach that identifies partners and international programming opportunities for Portland State

Both OIA and IELP must stay abreast of opportunities to provide programming for international learners. This includes, but is not limited to, seeking international partners (educational, government, industry and non-profit) who are interested in working with Portland State to provide educational training for their constituents. Currently, OIA and IELP conduct much of this outreach independently. By joining forces, OIA and IELP will be better positioned to identify and leverage international opportunities to bring students to campus.

Objective 2

Create an international education and training hub on campus that increases PSU's capacity to design and deliver programming for international learners

The demand for international education is changing. Global competition for international students has increased significantly. In addition, international learners are seeking a broader range of educational opportunities. This includes program options for degree, certificate and non-degree seeking students (both credit and non-credit). The IELP brings a wealth of expertise in providing student centered

educational programming for both degree seeking and non-degree seeking students. Centering this expertise in OIA, along with the expertise and experience of International Special Programs and the Portland Center, creates a powerful and potent resource for PSU to provide programming for a broad range of international learners either through programming delivered by OIA or in collaboration with the Schools and Colleges.

Objective 3

Increase capacity and innovation of student success efforts for degree seeking international undergraduate and graduate students

The IELP and International Student and Scholar Services (ISSS) play complementary roles in supporting student success at Portland State. The IELP designed and delivers PSU's pathway programming for international students (undergraduate and graduate) who do not meet PSU's minimum English language proficiency requirements. This programming includes developing students' academic English communication skills, introducing them to American university norms and expectations while connecting students to PSU resources. ISSS monitors student compliance with federal immigration requirements and engages with international students to support their progress towards degree completion. Working within a single unit presents an opportunity for the IELP and ISSS to create innovative programming that offers comprehensive support for degree seeking students.

Current Status

IELP Programs

Academic English Program (credit)

IELP's main program provides courses that help build oral and written communicative fluency in English. This program includes six – levels, beginning through advanced. Courses are available all four quarters and typically students enroll in two to four quarters. Full time students are enrolled in 18 credits per quarter. Levels 0 – 2 focus on general communicative skills. Levels 3 to 5 focus on university academic communication skills. Graduate written and oral communication skills courses are also available.

Enrollment averages between 180 and 225 students per term (fall, winter and spring) and 140 in the summer.

Students enroll in IELP courses for a variety of reasons.

% of total IELP enrollment	Admission Status	Goal
34%	Admitted to PSU	Undergraduate pathway student – working on Academic English skills before transitioning to degree courses
1%	Admitted to PSU	Graduate conditional admission – working on academic English skills before transitioning to degree courses
20%	Admitted to the IELP	Undergraduate Intent: Apply to and earn an undergraduate degree from PSU or elsewhere
19%	Admitted to the IELP	Graduate Intent: Apply to and earn a graduate degree in the United States (at PSU or elsewhere)
18%	Admitted to the IELP	Study Abroad: Become more fluent in English, have a cultural experience and then return to their country
8%	Admitted to IELP or PSU	Enrolled part-time in IELP courses for a variety of reasons.

Enrollment Breakdown by Country (top 10): Academic English Program

<i>Country</i>	AY 2018-2019 number	AY 2018-2019 percent
Saudi Arabia	141	31%
China	91	20%
Japan	84	18%
Kuwait	34	7%
South Korea	18	4%
Vietnam	18	4%
Oman	14	3%
Taiwan	14	3%
Thailand	6	1%
Brazil	4	1%
Other	32	7%
Grand Total	456	100%

Non-Credit Programs

The IELP delivers several non-credit programs each year

English Through Sustainability and Service Learning

The IELP offers a non-credit program, English Through Sustainability and Service Learning. This 3 and 4 week program is offered winter and summer quarters.

Enrollment for summer 2019 and winter 2020 combined was 113 students

Fulbright Pre-Academic Training

This program, sponsored by the Department of State, provides academic training and acculturation for Fulbright scholars in the summer before they begin their degree coursework at universities across the country.

Average enrollment is 35 scholars

PDPI – Brazilian English Teacher Training

This program is sponsored by the Brazilian government (CAPES) and facilitated by the Institute for International Education (IIE). It provides professional development for Brazilian English teachers (K-12) and builds oral communication fluency.

Average enrollment is 35 participants

Scholarly activity / grants

Grants (1.2 million in funding 2015 to 2019)
Fulbright Pre-Academic Training Program
Summer 2015 to present

PDPI Brazilian K-12 English educators CAPES / Institute for International Education
Winter 2018; summer 2019 & 2020

Existing collaborations of significance at local, state, national and/or international level

Partner universities who have sent students to participate in IELP programming (AY19 - AY20)

Wayo Women's University, Japan
Hosei University, Japan
Asia University, Japan
Nara Prefectural University, Japan
Osaka Gakuin University, Japan
Estacio University, Brazil
Kangwon National University, South Korea
Otsuma Women's University, Japan
Ean University, Colombia
Meisei University, Japan
Baika Women's University, Japan

Size of staff (faculty, staff and student workers)

21 NTTF

3 Academic Professionals

4 administrative staff
 2.5 classified staff
 20 student workers

Number of faculty (tenured, NTTF, adjunct) with median salary for each

21 NTTF (median salary \$61,978)
 4 adjunct faculty (median per credit wage \$1,062)

Budget allocated to the unit

FY20 budget - \$3,104,513

Space allocation

35 office spaces
 2 classrooms
 1 Learning Center space with a study room, computer lab and 3 small rooms for individual tutoring
 2 supply closets
 1 conference room
 1 resource room

Specialized accreditation

In 2019, the IELP was awarded a 10-year accreditation by the Commission on English Language Program Accreditation (CEA). CEA is the only ESL program accreditation recognized by the U.S. Department of Education and one of two recognized by the Department of Homeland Security.

Existing connections and collaborations with current and new academic home (past and present)

The IELP and OIA currently collaborate in the following ways:

- The IELP works with the Director of International Student and Scholar Services on compliance issues when designing or revising IELP programs
- The IELP and International Student Life collaborate on some joint student events.
- The IELP Placement Coordinator works with the Portland Center to place some Portland Center students into IELP classes.
- The IELP Director works with the Sponsored Student Program Administrator on identifying new sponsored partners (government & industry partners) and maintaining relationships with existing partners.
- The IELP advisors work with the Sponsored Student Program Administrator to provide required student reports to sponsoring agencies
- The IELP has collaborated with the Office of International Partnerships on responding to programming requests.

- The IELP has collaborated with International and Student Scholar Services to provide training for PSU frontline staff.
- The IELP and Institute of Asian Studies share a staff position
- The IELP Learning Center is available to Portland Center students and other international students.
- The IELP advising team works with ISSS on student crisis and CARE team cases

Rationale for Reorganization

The primary reason for proposing the IELP transfer to OIA is to intentionally situate the IELP within the existing structure of PSU in a thoughtful and sustainable way that increases both the IELP and OIA's capacity to provide and support international education programming at PSU.

Over the past 15 years, the IELP has been located in a variety of campus units and reported to a range of campus administrators. These shifts reflect the effort, typical of most universities and colleges, to identify an academic home and reporting structure that will most effectively position their intensive English program (IEP) to be successful and support the university's international education goals. In a 2020 survey of 53 university IEP directors, 37% responded that their IEP was housed in the university's international or global affairs division, 44% were housed in a school/college, 9.5% were in extension units and 9.5% were in "other".

In 2005, the IELP was moved from the School of Extended Studies to CLAS (Department of Applied Linguistics). In 2014, the IELP moved out of CLAS and reported directly to the Vice Provost for International Affairs as an independent academic unit. The intention of this move was to *centralize the IELP to better support international activities across campus*. As a part of that move, the IELP was integrated into the revenue and cost attribute tool (RCAT) as a separate and independent academic unit. In 2018, the Vice Provost for International Affairs departed and the position was dissolved due to budget cuts. Since then, the reporting structure for the IELP has alternated between the Provost and the Executive Director of International Affairs. The IELP Director has been reporting to the Executive Director of International Affairs since September 2019.

OIA has been the central unit for facilitating international education at PSU for 25 years. OIA hosts special programs for international learners and scholars visiting the U.S. and facilitates programming for PSU students studying overseas. It is the home of Education Abroad, International Student and Scholar Services, Middle East Studies Center, Institute for Asian Studies, Confucius Institute, International Special Programs, Portland Center, International Partnerships and Fulbright at PSU. The OIA Executive Director reports directly to the Provost and is part of OAA's Executive Team and Academic Leadership Team. In this role, the Executive Director has the ability to work more closely with the Deans on their internationalization efforts and to identify synergies and opportunities for OIA collaboration with the Schools and Colleges.

Moving the IELP to OIA ***brings our complementary functions together, pooling resources and expertise towards the common goal of supporting international education*** at PSU. The IELP is an academic unit that also has a number of student service functions that are unique to IEPs and integral to IELP's operations. These include, but are not limited to, directly recruiting and admitting students directly into IELP classes, registering students in Banner, and providing advising for students with low language proficiency who are undergoing significant cultural adjustment and do not have U.S.-based support systems in place. In addition to its academic programming and service functions, the IELP also offers non-credit programming. OIA is a service unit that also has a small credit program (Portland Center) and non-credit programming. There are potential synergies and opportunities for innovation by bringing these two units together.

During AY2021, a transition team will be formed that will include representatives from IELP and OIA. This transition team will consider opportunities for new organizational structures and systems within OIA that can better support international programming at PSU, particularly for non-credit programming. Some IELP and OIA staff and administrative positions may be revised to support a broader range of outreach, recruitment and non-credit program administration activities.

Aligning the work of OIA and IELP within a single unit will also improve our ability to ***proactively address the significant flux of international education globally***. The demand for international education is rapidly changing, and the United States is experiencing a significant shift in the number and type of international learners coming to the U.S. to study. How the international education field is addressing this shift is a current focus of many professional organizations that the IELP is actively involved in¹. The IELP (and PSU) must be intentional in how we respond to this changing landscape to remain competitive and provide programming that meets the needs of future international learners. To successfully navigate this emerging environment, the IELP needs to be housed in a unit that has, at its core, an international mission that aligns with the work of the IELP.

In preparing this proposal, the IELP has taken several steps to inform and hear from faculty, staff and administrators. In fall 2019, a task force was formed that includes three faculty, the IELP Director and the Assistant Director of Student Services. The task force meets twice a month and has provided regular updates to the IELP. In January, Susan Jeffords and Ron Witczak joined an IELP faculty meeting for an hour long open dialogue about the proposed move to OIA. All members of the IELP were invited. The IELP had an opportunity to review and provide feedback on a first draft of the proposal (also submitted to the Educational Policies Committee). This will occur March 9, 2020.

1

- UCIEP, the consortium of University and College Intensive English Programs
- NAFSA, the Association of International Educators
- EnglishUSA, the American Association of Intensive English Language Programs
- TESOL, the Association of Teachers of Speakers of Other Languages

Impacts

Faculty and staffing levels associated with the IELP's academic English program will remain the same to ensure that coursework students are relying on is not disrupted and immigration requirements are met. The IELP will continue to operate in UCB Suite 400. OIA will continue to operate on the 6th floor of KMC. Four areas of anticipated impact are outlined below.

Impact 1

Better alignment of non-credit program administration (brings more learners to campus)

There is increased international demand for short term (1 term or less) non-credit programming. Non-credit programming represents an opportunity to bring more international learners to campus for programming that highlights PSU and Portland. Both International Special Programs (a unit within OIA) and IELP offer non-credit programming. By operating within the same unit, we can pool expertise and people to facilitate the unique administrative logistics of this kind of programming. This increases capacity not only for programs run within OIA but also for Schools and Colleges seeking administrative support to run their own non-credit programs.

Combining administration of OIA and IELP non-credit programming will require adequate transition planning time to establish systems, processes and potentially redesigned positions to support this work.

Impact 2

Unified approach to outreach, recruitment and communication (brings more learners to campus)

Current outreach and admissions positions within IELP will likely be redesigned to encompass the full range of OIA educational programming for international learners. We anticipate that a more unified approach to outreach and recruitment will make it easier for OIA and the IELP to create mutually beneficial pipelines that bring international learners to PSU. We anticipate that this improved capacity can also benefit PSU Schools and Colleges seeking to increase international learners in their programs.

We also anticipate that unified collaboration on outreach and recruitment among the IELP, ISP, Portland Center, Office of International Partnerships and International Student and Scholar Services will simplify and clarify communication for external partners.

Impact 3

Integrated monitoring and intervention for international degree seeking students from first term through graduation (undergraduate and graduate) to achieve greater student success and retention.

The IELP will continue to oversee Pathway programming for international undergraduates who do not meet PSU's language proficiency requirement as well as to work with graduate programs and the Graduate School to offer conditional admission programming options for international graduate students. As part of the same unit, IELP and ISSS will be better positioned to establish integrated processes for outreach to international students that extends from pre-arrival communication through

to graduation. The IELP and ISSS will also collaborate on providing support for PSU faculty working with international and multilingual students.

Impact 4

Improved approach to IELP integration into PSU budgeting process

The IELP is currently an independent academic unit and is incorporated into PSU's budget model as a revenue generator; however, it has several revenue supporting functions that are not a traditional part of revenue generating units (See Rationale). Transferring to OIA provides an opportunity to establish a more appropriate alignment with the budget model that recognizes IELP's hybrid role of revenue generator and revenue supporter.

Expectations

1. The IELP will continue to serve as an academic unit that provides English language programming, academic preparation and other educational programming for international students at Portland State. Oversight of the IELP will be conducted by the IELP Director who will report to the Executive Director of the Office of International Affairs.
2. The IELP will develop and maintain department bylaws and P&T guidelines (including the process for review after achieving the highest NTTF rank). Governance and decision-making processes will adhere to these documents.
3. The IELP faculty promotional process will involve the departmental P&T committee, the IELP Director, as chair equivalent, and the Vice Provost for Academic Personnel as dean equivalent.
4. The IELP departmental bylaws approval process will include the IELP faculty, the IELP Director and *the Vice Provost for Academic Personnel*.
5. The IELP faculty and administrators, through shared governance structures, will continue to manage all aspects of IELP academic programming including, but not limited to, instruction, curriculum, assessment, advising, student engagement activities and placement processes. Unless otherwise determined by the University Curriculum Committee, the Educational Policies Committee, or the Faculty Senate, the IELP academic preparation courses will continue to be offered for academic credit, the IELP will retain the right to participate in the University Curriculum Committee's review procedure for its academic preparation curriculum, and the IELP will have a representative on the University Writing Committee.
6. A new and transparent course prefix will be established for IELP credit courses. This will include establishing a system for reviewing IELP course and curricular changes that includes the IELP Curriculum Committee, the IELP Director and a designated academic entity at the dean level. This will be managed through a separate proposal process.

7. The IELP will maintain academic oversight of the non-credit English Through Sustainability and Service Learning program. This will include oversight of curriculum, assessment, placement, instruction and partnerships with Portland community partners. The IELP will maintain a role in enrollment related outreach associated with the program.
8. The IELP faculty and staff will retain bargaining status of their respective unions, currently, AAUP, AFT and SEIU, and the collective bargaining agreements and applicable work rules of each respective union shall continue to apply.
9. IELP faculty, administrators and staff will continue to work with campus entities, such as University Studies, Advising, Schools and College and Student Life, to support educational programming and student success efforts.
10. The IELP will continue efforts to support domestic multilingual students.
11. OIA recognizes the importance of IELP maintaining nationally recognized program accreditation through the Commission on English Language Program Accreditation (CEA) and supports IELP's efforts to adhere to accreditation requirements as they pertain to faculty, academic programming, student services, administrative and fiscal management and other reporting requirements.
12. A transition team comprised of OIA and IELP representatives will provide recommendations for any changes (structural or otherwise) to enhance overall programming capacity.

Agreement

Ron Witczak working on this.

Timing

If approved, July 1 start, with up to a year of the transition team working on a smooth transition.

Budget

IELP will maintain their budget and continue the IPEB process through FY21. The OIA and IELP transition team may explore new approaches to the operational logistics of delivering some non-credit programming and other services that can benefit the work of IELP and OIA. OAA, in consultation with OIA and the IELP, will determine any changes to how the IELP is incorporated into PSU's budget process.