

**Minutes of the Portland State University Faculty Senate  
Special Meeting, 15 March 2021  
(Online Conference)**

**Presiding Officer:** Michele Gamburd

**Secretary:** Richard Beyler

**Senators present:** Ajibade, Anderson, Berrettini, Borden, Carpenter, Chorpenning, Clark, Clucas, Cortez, Cruzan, Duncan, Dusicka, Eppley, Erev, Farahmandpur, Feng, Flores, Fountain, Fritz, Gamburd, Gómez, Goforth, Greco, Guzman, Hansen, Harris, Holt, Hunt, Ingersoll, Izumi, Jedynek, Kennedy, Kinsella, Lafferriere, Loney, Magaldi, Matlick, May, Meyer, Mikulski, Newlands, Oschwald, Padín, Raffo, Reitenauer, Sanchez, Smith, Sugimoto, Thanheiser, Thorne.

**Alternates present:** Candyce Reynolds for Kelley, Susan Lindsay for Lupro.

**Senators absent:** Broussard, Chrzanowska-Jeske, Dusicka, Heilmair, Ito, Labissiere, Law, Limbu, Tinkler.

**Ex-officio members present:** Adler, Beyler, Bowman, Boyce, Bynum, Chabon, Emery, Estes, Ginley, Jaén Portillo, Jeffords, Loikith, Lynn, Maddox, Mulkerin, Percy, Rosenstiel, Sager, Spencer, Watanabe, Webb, Zonoozy.

**A. ROLL CALL AND CONSENT AGENDA.** The meeting was **called to order** at 3:00 p.m.

*Roll call was effected using the participants list of the online meeting.*

**B. ANNOUNCEMENTS from Presiding Officer**

GAMBURD began with some announcements regarding some issues that have come up since the last meeting. She wished to review Faculty Senate policies for voting, because some people in the Twittersphere evidently believe that senators were bullied into voting for a statement against bullying. Senate currently votes using Google Forms sent to senators who are present in the meeting, as determined by the roll call. Forms can be set to record email addresses or not. For now, the addresses of those senators voting are collected. BEYLER has stated to her that the address information exists in his Google Forms account, but he has not looked at it and has no intention of looking at it. As she reminded senators in her announcements at the beginning of the year, if senators are concerned that they feel pressure to vote in a particular way because the email addresses are being collected, any group of five senators can petition for the voting to be done anonymously. When we used clickers in Cramer Hall, these were anonymous, and senators on the Steering Committee had submitted such a petition so we could use the clickers. If any senators have concerns about the voting process, or would like to discuss anonymous voting, they should feel free to contact her.

GAMBURD also reviewed the recording and livestreaming of meetings. We used to make an audio recording of our meetings [in Cramer], and used this to create the minutes. We now use the Zoom recordings for the same purpose. We also livestream the Senate meeting on YouTube to simulate the access to meetings that we provided to the University community before the pandemic. Her understanding is that even though Senate shares the livestream on YouTube we still maintain the copyright to the material. These are the arrangements that Steering Committee came up with about a year ago, as we were scrambling to move the meetings online. None of them are set in stone, however, and if senators wish to have other arrangements that is a possibility.

GAMBURD raised the question of the recording because the recording of the March 1<sup>st</sup> meeting was used by the Oregon Association of Scholars to write a report and material was excerpted from the recording to make a video. She doesn't have a problem with quoting, citing, or analyzing material from public meetings—that is part of the democratic and scholarly process. She does have a problem with using materials out of context and misinterpreting them, but bad scholarship is just that and not unique to the situation. What she does find objectionable, and what the March 1<sup>st</sup> resolution on academic freedom condemns, is taking material out of the academic context to encourage followers to harass people who have expressed their views in an open and democratic forum. She was aware of Senate materials being used in two separate instances, the second of which took place after PSU authorities requested that the first compilation be taken down for copyright infringement.

Given this recent history, GAMBURD wished to make senators, ex-officio members, and guests aware of how the livestream material has been used, and may be used again in the future despite repeated warnings to those to are harassing colleagues and abusing the copyright policy. She remained committed to keeping our democratic processes open to the public. Senators and ex-officio members could, again, feel free to contact her the comments, questions, suggestions, or concerns about this.

Turning to the topic of today's meeting, GAMBURD's understanding was that the president's presentation team will field questions related to the material they will present today; specifically, they will answer questions related to the Article 22 process and questions related to the budget materials presented here. If there are any financial questions that cannot be answered by the team today, she would collect those through private chat, collate them, and send them to the President and chief financial officers for written responses that we will Gamburd: post.

GAMBURD said there will be two sets of forms for public feedback. The President's office will open a feedback form after the presentation has taken place, the Faculty Senate through the Ad-Hoc Committee on Academic Program Reorganization and Curricular Review will have a separate feedback form that opens at the same time.

**C. DISCUSSION** – *none*

**D. UNFINISHED BUSINESS** – *none*

**E. NEW BUSINESS** – *none*

**F. QUESTION PERIOD** – *none*

## **G. REPORTS**

### **1. President's Article 22 report**

PERCY acknowledged these as difficult conversations on top of a difficult year. There is an intellectual part, but they also touch the heart because they're about people. He aims for a process to maximize feedback, dialogue, and conversation to inform our decisions. [For the administration's report see **Agenda Attachment G.1**; for presentation slides see **Minutes Appendix G.1.a**.]

To give background, PERCY said that the Provost and members of the academic leadership team have been exploring the fiscal condition of IELP [Intensive English Language Program] for several months. After reviewing extensive data, the Provost

recommended to him that the University consider the possibility of a significant program reduction. The data, PERCY said, show a pattern of enrollment decline, which raises real questions about the financial situation of IELP. He wished to be clear: IELP has shown strong outcomes and the faculty and staff do high-quality work. The fiscal situation arises because of falling demand, not associated with the commitment and achievement of the IELP team. He clarified that we are not talking about program elimination, but about possible reduction.

The Collective Bargaining Agreement, PERCY said, gives several options for dealing with program reduction. Article 22 is the most open and transparent. It includes feedback from the Faculty and campus community. Today's presentation would be about IELP's financial circumstances and enrollment patterns, which is constant with the language and intent of Article 22. Decisions will be informed by comments received from the campus community. PERCY introduced General Counsel Cindy STARKE to review the Article 22 process.

STARKE: Article 22 provides a comprehensive process for addressing significant budgetary problems, one that is agreed on in advance and that encourages transparency. Under this article [the administration] is required to give a formal notice to AAUP and to Faculty Senate that a financial condition exists that may require program reduction or elimination. Notice was provided in the case of IELP on February 4<sup>th</sup>. The next step is for the administration to present to Senate on the financial condition of the University as it relates to the program. The next step is to accept and consider comments from interested members of the University community: after the presentation there is a thirty-day period for comment. At the end of that time, the President will decide whether to move forward with a department reduction. Comments may be submitted to the President's or Provost's office by email or via an [online form](#). It's not planned to make the comments public, though you may do so if you wish. If a decision for program reduction is made, the University will release a provision plan including any positions proposed to be eliminated, along with any other budgetary changes to address to the financial situation. There will follow a second period for comment. Any final implementation plan would be released no later than June 14<sup>th</sup>.

Dave MADDOX, Interim Vice Provost for Academic Budget and Planning, presented concerning the budget in the University and in the division. Enrollment has been going down for ten years, and the rate of decline is accelerating. We have reason to think, MADDOX said, that this will continue, based on our admissions funnel and figures for places we rely on heavily, such as local community colleges and high schools. This pattern and the tail effect of smaller classes will play out for a few years, he said. Despite tuition increases, net tuition had started to go down because of the changing mix of students. Enrollment drives the two primary sources of general fund revenue: tuition and state appropriation. Since the great recession, state appropriation has gone up steadily; tuition has been lesser source of improvement, but still gone up until last year and this year it has gone down.

Our expectations for next year, MADDOX said, are a similar decrease in tuition and a flat state appropriation. Since the latter is delivered over a biennium, the first year is 49% and the second 51%, which would mean a declining state appropriation the first year. The University's strategy in response is a tuition increase of 2.5% and a budget reduction of

1.5%, along with using \$16 million to \$18 million of reserves. In order to bring spending in line with what we expect to come in the door, MADDOX concluded, we need to decrease our budget over the next four years, while spending reserves (bridge funds) to cover the difference between real revenue and real spending.

JEFFORDS emphasized that this process is separate from the program reduction process on which there was forum last Thursday. The proposal here to invoke Article 22 was independent of that and based on multiple years of observation about the IELP budget. It had been brought to her attention shortly after she became Provost, and has been a multi-year issue. JEFFORDS seconded PERCY's comments that this is not a reflection of the quality of work of IELP faculty and staff. They are subject to changing national and international factors that are not a result of the ways they work or the quality of instruction they provide, which by all accounts is very high.

JEFFORDS characterized the conversation as about ensuring that our resources are meeting the needs of our students—to use resources for our primary mission, which is to serve our students. That has been her driving priority. JEFFORDS introduced Ron WITCZAK, Director of the Office of International Affairs, for the next section.

WITCZAK related that in April 2020 Educational Policy Committee approved the merger of OAI and IELP, as indicated in the May 2020 Senate packet [see **Appendix G.1.b**]. They then embarked on a year-long transition plan, and a transition team was created. Over the summer a group began planning; then in October and November discussions began about possible retrenchment. In January the President followed the Provost's recommendation to notify Senate [per Article 22]. The work of the transition team continues, with modifications to incorporate retrenchment discussions as needed and appropriate. He clarified that in this process they are treating IELP as a separate unit.

WITCZAK reviewed history. In 2012 IELP was part of CLAS under the Department of Applied Linguistics. It was then a completely self-support unit. In 2014 Kevin REYNOLDS became International Affairs VP, and IELP was brought into the IPEB budgeting process and funded with E&G funds. Starting in 2015 Margaret EVERETT was VP of International Affairs. After JEFFORDS became Provost, they began the process of merger of IELP into OIA.

IELP's functional areas, WITCZAK said, include outreach, admissions, and operations (data management, etc.), along the academic side: curriculum instruction, assessments, learning centers, etc. Then also there are student services, advising new students, cultural and recreational engagement, etc. IELP has a history of collaboration with other departments and colleges, notably UNST, CUPA, and COE. Thanks to the good work of Director Julie HAUN and the faculty, they secured a ten-year accreditation by the Commission on English Language Accreditation.

Looking at enrollment trends, WITCZAK pointed out the peak of enrollment, over 1000 students, was in 2014. In spring 2020 there was an additional drop in students when we went remote. Currently there are 52 students enrolled in IELP. For national enrollment trends, the number of international students coming to the US has been up and down within a small band; [English language program] enrollments have been declining nationally since 2010-11.

Primarily three types of students enroll in our program, WITCZAK said. The first group is students who apply directly the program, without necessarily any intent for further university study in the US. The second group is students admitted to PSU under ESL English-language restrictions—they need to meet the minimum language proficiency, or as “pathway” students are working with academic units to get into their programs. A third, smaller group is non-degree-seeking students or students who are not required but nevertheless want to improve their English fluency. Over ten years, about 55% of students were in the first category: they don’t have an intention to enroll in a degree program at PSU. Roughly 38% were PSU-admitted students. The third category represents 7%, though this year it has grown to 13%.

Revenues exceeded budget up until 2016, WITCZAK said; thereafter, the reverse is the case. For every dollar IELP generates, he said, they are spending one dollar plus to keep operations going. Current staffing includes NTT faculty and program administration—one academic professional and two classified staff.

WITCZAK stated that in the national conversation around international students, a common working assumption is that it will take three to five years to build back to pre-pandemic numbers. The pre-pandemic number is still lower than the peak of 1085.

Successful activities, WITCZAK said, include non-credit programming such as English through Sustainability—a kind of study abroad in reverse in which we receive students for a short-term experience on campus, writing camp, remote intensive communications, etc. Also notable is that from 2015 to 2020 IELP generated over \$1.1 million in grants.

MADDOX reviewed the revenue and cost attribution tool [RCAT], which represents the impact that any unit has on the rest of the institution. It allocates revenue based on simple measures of where it is generated—in the case of IELP, mostly restricted differential tuition—and then compares that to direct expenses, which gives the base net revenue. There are also methodologies to allocate other kinds of overhead, but Provost and he look mostly at the base net revenue. Colleges and schools generating tuition and state appropriation dollars need to generate a positive net to support the other kinds of activities that don’t generate tuition revenue, such as the Library, Registrar’s Office, Advising and Career Services, physical plant, etc. Generally, OAA looks for colleges to generate about 60% over what they consume. In 2016 IELP generated a small positive net revenue, and since then costs have been higher than revenue. That means, he observed, other units need to offset those costs. This does not reflect an estimate for 2021, which will include the negative effects of COVID.

PERCY again referred to the [website for feedback to the President’s Office](#), and also the [Faculty Senate feedback](#) form. He then opened the floor to questions.

HOLT: what will be the human toll, the number of positions being reduced? GAMBURD thought this might be a question they would prefer not to answer, as not plans are now being put forward. PERCY said that no decisions have been made as to numbers, which is part of the purpose of making the current presentation and receiving feedback.

LINDSAY asked, first, if the units are in the process of merging, why are the reductions being seen independently? Second, the University is working to implement a process for program reduction looking at specific driver metrics, but those metrics have not been

articulated. How, then, is a significant reduction being proposed to any program before metrics have been vetted and established? WITCZAK said that the full transition and merger of budgets has not been completed, and they are addressing the decline before the merger. JEFFORDS: consideration of the IELP situation began long before the program reduction process started. She felt strongly that these are separate conversations. The budget numbers presented earlier are evident enough, she said, that they do not suggest needing additional analysis through the program reduction process.

PADÍN observed that in the prior six years, we consistently had forecasts of deficits and ended up having surpluses, sometimes significant surpluses. If forecasting looks like recent history, it seems quite possible that we will have not deficits but rather surpluses. It therefore makes him nervous to talk about significant cuts. Who would we reach out to get the information we need to reproduce the results of these forecasts? MADDOX responded that the revenue forecasts have been fairly accurate. A budget is a spending authorization and not necessarily a projection of what you absolutely will spend. You want to have a positive operating margin, which allows the creation of reserves for specific investments to get through tough times. With a decline in actual revenues, we have to reduce spending, MADDOX said. The revenue forecast is developed by the University Budget Office; Kevin REYNOLDS and Andria JOHNSON are in the best position to convey the details. He [MADDOX] had gone over the enrollment model in some detail with David BURGESS in OIRP. PSU has reached a significant watershed where revenues are going down, and therefore needs to address spending.

HANSEN asked for the source of the information on revenues and expenses. What DataMaster reports should we look at? MADDOX said he would have to get back with an answer. HANSEN: it seemed that for IELP [actual] revenues were being compared to budgeted or authorized expenses. Why not compare them to actual costs? WITCZAK: they wanted to show the impact for every dollar that's generated by IELP. MADDOX: the RCAT information was based on actual spending. HANSEN: what about the budget information discussed by WITCZAK? The latter responded that he would get the information. HANSEN: what other academic units show losses before indirect expenses. MADDOX: none. The highest is 75 or 76 cents on the dollar.

KINSELLA said it appeared that IELP was making progress on bringing costs in line with revenues by 2019, but then things became worse in 2020 and 2021, presumably in large part due to the pandemic. Is this a permanent reversal, or something that IELP is likely to turn around with a strategic plan once the pandemic ends? WITCZAK: a number of things come into play, including [but not limited to] COVID. The Biden administration doesn't seem to be changing a tough stance on China. A recent *Chronicle of Higher Education* article indicated that some international students are choosing not to travel if online degree programs become an option. JEFFORDS reiterated that they are not planning to eliminate IELP; there is a role for IELP going into the future. There may be opportunities to have increased numbers of international students who want to enter into pathway programs, and we should keep in mind that the most important revenue for the University is from students who choose to become fully enrolled students. There is a path, she said, and faculty in IELP are committed to creative solutions in rethinking how they do their work. What JEFFORDS asks is that the unit reduces expenses while it

undertakes those conversations, awaiting the potential international outcomes of the change in national administration or different recruiting efforts.

ZONOOZY: this is not the first time the political atmosphere has been important—how welcoming our country feels or looks to others. Can we add a positive scenario, both subjectively and objectively, to the estimating principles? JEFFORDS said she looked at national and international benchmarks and conversations about international enrollment patterns, and reached out to colleagues. Even with a changing attitude at the federal level, there is not an expectation for a quick return to the enrollment levels we saw prior to the Trump administration. Students have been recruited heavily by countries that benefited from the changed attitude in the United States. Countries like Great Britain, Canada, Australia have seen increasing enrollments. Those are not just short-term reactions, she believed, but enrollment streams of family members, friends, university partnerships. Some Chinese students, in particular, have come home saying they had a bad experience because of attitudes they saw in this country. It will take some time to reverse this, JEFFORDS said, but she did believe this would be possible at some point in the future. She wanted to retain the expertise we have in the IELP, but in the interim while we are rebuilding those opportunities, we don't have the capacity while we have so many other needs to continue to support the full size of the faculty.

THORNE asked if our thinking about IELP might be usefully influenced by the Futures Collaboratory, which had impressed him in terms of rethinking about how we locate personnel and use resources to solve problems. He wondered if IELP expertise could be distributed in other ways to support students more broadly: developing academic discourse competence, etc. Human capital and expertise is valuable, he pointed out, and rebuilding it has a tremendous cost and time associated with it. Perhaps through futures thinking we could be expansive about integrating this expertise to support student success. WITCZAK said the transition team had already been trying to address this and bring it into play.

JAÉN asked if it is being taken into consideration that this program is central not only to internationalization but also to our equity, diversity, and inclusion goals, and our commitment to access. Does a reduction make sense from the point of view of these values? She wondered if the best course might be to wait before we impair our ability to serve our international students and to advance our diversity, equity, and inclusion mission. JEFFORDS: this is why they are not recommending elimination.. They value the expertise, and hope to retain a foundation for rebuilding if things transpire as we hope they might. She asserted, however, that it is difficult to argue to the rest of the institution, as many units feel they are struggling to get the resources they need.

HOLT asked for Mamadou FALL to be recognized. FALL (international student from Senegal and ASPSU Legislative Affairs Director) wanted us to remember that international students are not merchandise, as in saying that China and India are 'exporters' of international students. International students not businesses, but people here seeking knowledge. He said that it is very hard right now for international students, and they will be the ones to deal with consequences of this decision. Instead of focusing on the bad things, he asked how we can better support students who are facing financial and other hardships—find ways and means that they can be taken care of without hurting PSU in the long run. Students in IELP are the people who will be enrolled in the school.

REITENAUER asked for Nya MBOCK to be recognized. MBOCK (ASPSU International Affairs Director) echoed FALL's comments. If we hope to retain international students and advocate for them, MBOCK said, we need to offer solutions instead of pulling away. International students are struggling a lot right now, both financially and emotionally; we need to create ways to support them. JEFFORDS acknowledged the importance of these students' statements. International students, she said, are important to PSU. She was sensitive to the comments about how difficult it is both financially and in terms of the national political context and framing. She wished to point out the dollars we are talking about here and the funds being used to support international students are not the same. Cutting the IELP budget is not cutting resources, scholarships, or other support for those who are currently enrolled.

In view of the time, GAMBURD suggested that additional questions could be submitted to her, with questions also then to be received later [see **Appendix G.1.c**].

## 2. Report from IELP Faculty members

LINDSAY noted that at the OAA budget forum on March 9<sup>th</sup>, JEFFORDS said that reductions cannot be solely numbers driven; they should be valued driven. Yet today's presentation, LINDSAY said, was in great part about the numbers being used to justify a drastic and unusual response to unprecedented conditions brought about by a combination of a repressive foreign policy and a once-in-a-century pandemic. IELP faculty, she said, are quite aware of declines due to harsh policies and restrictions under the former administration and compounded by COVID, yet they have been more successful than almost any other intensive English program in the country and are in the top four nationwide for enrollment. She noted also that 39% of international students who earned a bachelor's degree had previous enrollment in IELP classes. LINDSAY wished to convey how IELP serves the University community, contributes to its initiatives, and is indispensable to its mission. She asked for recognition of several IELP colleagues who would present the next parts of their report. [For presentation slides, see **Appendix G.2.a**; for the self-evaluation report, which was shared via chat, see **Appendix G.2.b**.]

Gwen HELLER TUASON characterized the academic professionals, instructors, student workers, volunteers, community partners, and students of alumni as a community with a deep connection to the University. They have dedicated themselves to higher education while navigating numerous uncertainties and threats to the program. IELP faculty engage in research, scholarship on best practices in teaching, teach 36 credits hours per academic year, are involved in faculty governance, and immerse students in the campus community. They are not eligible for tenure and are near the bottom of the PSU faculty pay scale. Most are women and parents. They want to continue culturally responsive education and raise the diversity profile of PSU through internationalization.

A large majority of IELP students, TUASON continued, are people of color, with a rich racial, linguistic, religious, and cultural variety. Some of her students have never been on an airplane before coming to Portland. Some have goals of service to their communities and leadership in academic and professional fields. They choose PSU because of its outstanding global reputation and long history of serving international students.

PSU relies on IELP for academic support, TUASON said, in ways inherent to the desire for diversity, equity, and inclusion. The self-appraisal report [**Appendix G.2.b**] describes



IELP's relationship with Applied Linguistics, University Studies, the Writing Center, the Diversity Action Council, the Graduate School, and the Maseeh College of Engineering and Computer Science (the namesake of which, TUASON noted, was an IELP student before beginning his bachelor's program at PSU). They are contributing to the Students First initiative. Their services to international students include outreach; admissions, pre-arrival, and orientation advising; academic courses; and community engagement. This contributes, she said, to a sense of belonging on the PSU campus, and directs many students into the PSU pipeline at both undergraduate and graduate levels.

The pathways program, TUASON elaborated, is a pipeline for students who have not yet met English proficiency requirements. Since 2017, nearly 500 have participated with a completion rate of 81%. From spring 2020 to spring 2021, 66 students transitioned into academic departments reflecting a 98% conversion rate. A year of non-resident tuition and fee revenue from the 66 students equals almost \$2 million, TUASON observed. PSU values IELP formally on the initial academic terms of a student's lifetime value, but once entering PSU those students continues to generate revenue. IELP is credited with only a fraction of that revenue, she said, but IELP ushers them into the pipeline.

TUASON highlighted IELP's response to the Trump administration's July 2020 rule that international students must take at least one in-person or hybrid course—stepping up to offer hybrid courses for new international students. This enabled students who had already meet their language requirement to also meet this immigration requirement. 84 PSU students have registered for these courses.

TUASON continued: for the past ten years IELP has collaborated with MCECS to support international enrollment. They've been instrumental in the Intel Vietnam Scholars Program and partnerships with Changchun University of Technology and Jilin Jianzhu University in China, which enabled undergraduates from those institutions to transfer to PSU even during the period of remote learning. Since 2015 IELP has partnered with UNST in the Multilingual FRINQ-SINQ Lab to support multilingual international and domestic students. IELP faculty also provide training for mentors and professional development workshops for UNST faculty.

TUASON concluded: significant IELP cuts would undermine PSU's ability to support diversity, equity, and inclusion. In the recent budget forum, she noted, PERCY said that job one of his strategic priorities as president is acting on equity and racial justice, and that the University plans to review how its programs exhibit fidelity to PSU's values and priorities. IELP does this day in, day out, she said.

Errin BECK reviewed strategic planning by IELP leadership and faculty responding to enrollment fluctuations. They have worked, she said, to position the program productively within PSU and to remain competitive in the current market of international students. The intention of the merger with OIA, BECK said, was to find an appropriate academic home. The move was initiated before the pandemic. The goal was to centralize international education and internationalization efforts. BECK said that the merger draws on expertise of both units in order to increase international capacity, and addresses concerns about operating IELP as a stand-alone revenue-generating unit and its anomalous status in PSU's budget process. Highlights of the merger include redesign of

wraparound support services for out student population, combined OIA and IELP programming for inbound international students, and a recruitment outreach team.

BECK noted that the program has seen significant staffing reductions since 2016: thirteen NTTF and six support staff positions have been eliminated through contract terminations as well as resignations and retirements that were not replaced.

They have know for a long time, BECK said, that it's unsustainable for any US intensive English program to rely solely on credit-bearing academic preparation programs. While that remains core for IELP and while PSU finds it essential for its international students to thrive, a key component of their strategic plan is to expand programming for students with a more diverse range of international and professional goals, as described in the report [**Appendix G.2.b**]. She pointed to the program already mentioned by WITCZAK, English through Sustainability and Service Learning, an award-winning short-term non-credit program run twice a year. The growing program draws students from several international partner universities and centers around community engagement; in brings international visibility to PSU and contributes to PSU's community service mission. The report also details grant-based programs: IELP hosted recently arrived international Fulbright scholars for an orientation program, and twice delivered on a grant through the Institute of International Education to provide continuing education to over 50 Brazilian English teachers. These programs are on hiatus due to the pandemic, but BECK looks forward to picking them up again as soon as possible.

BECK reported that IELP is also undertaking a major review of its credit-bearing curriculum and will pilot new offerings in the spring. Changes include streamlining the pathways program, adding an online pathway, and offering a one-term accelerated option. There is also innovation in content geared towards graduate students and study abroad, a reduction in courses offered to beginners, and more course choices overall. In these ways, she said, they are leading their own efforts to remain competitive. A significant reduction, she concluded, would undermine the benefits of the merger and erode the program's contributions to the diversity and student success goals of the University.

LINDSAY cited her state representative as saying that Oregon would receive around \$4 billion from the recently passed COVID relief bill, designed to assist state and local governments, to keep people employed, and to get unemployed persons cared for and back to work. We are on the cusp of a recovery as millions are being vaccinated, states reopen, and travel goes from impossible to probable. Why, she asked, would PSU now compromise one of its key assets, a unit with a nearly 100% student of color population? It does not make sense, LINDSAY argued, for them to join the unemployment lines as PSU prepares to receive millions in federal aid and as we gear up for the enrollment initiative "Open for fall, open for all." She suggested that many of these incoming freshmen and transfer students will be multilingual and will benefit from support services that IELP can provide with their faculty's expertise.

LINDSAY continued: respectfully, there is no certainty, as has been heavily suggested, that international enrollment won't increase until 2025. Change can happen quickly with positive international relations and a contained virus. Our students want to be here; many of them came and stayed during the pandemic, despite the heavy restrictions and an empty campus. On the one-year anniversary of COVID, LINDSAY concluded, IELP

stands ready assist PSU students and to welcome the return of international students who we know are out there, who want to come here, and who will enrich our community.

HOLT observed that this presentation and that by the administration differ as to whether or not international enrollments will get better over the next three to five years. He asked why, specifically, they think the administration is wrong to say that enrollments will not improve? TUASON: all of them have heard from current students, as well as prospective students, who are in their home countries waiting for the green light to return to on-campus instruction at PSU. While we are in remote learning, there are those who are eager to come back and disappointed that they aren't already. She heard this on a weekly if not daily basis from students.

LINDSAY thought that people underestimated what a dampening effect the former administration had on international relations. It may be, as JEFFORDS said, that students ended up going to Canada or Great Britain during the years when it was difficult to come here, but that did not mean it was their first choice. It is speculation, LINDSAY said, that friends and family will all follow them there. Many students she'd known come from a generational affinity towards PSU, for example through the Middle East Studies Program started decades ago, and still have a positive view of Portland. With the change in administration and the virus contained, she firmly believed, they will return.

Brett BOLSTAD related, as an example, that in a class this term with eleven students, eight were here in Portland and four came during the term. The three remaining in their countries are being vaccinated so they can also come to Portland. So there are students who want to come and are coming, despite the pandemic.

GAMBURD, observing a queue of questions, again proposed that questions could be submitted to her, or also submitted in the online comments forms.

AJIBADE: if PSU's goal is to increase enrollment through "Open for fall, open for all," will reducing this program help meet that goal? She remembered that, when she was an international student in Canada, the president took it as personal goal to expand the international focus of the university, and the number of international students grew. When she arrived at PSU, she found the number of international students to be quite low, which she found surprising as we celebrate how diverse PSU is compared to other Oregon universities. If we reduce IELP, how would we meet the goal of expanding enrollment internationally? LINDSAY: her answer would be, she doesn't know who would do this work. They are certainly concerned, but did not believe it would be a five- or six-year turnaround process, from everything she had heard. If the virus is contained, she thought that people would go out like the 1920s, and that the same would take place in travel and international education. TUASON noted that in the Writing Center the multilingual specialist position no longer exists.

WITCZAK noted that there are two types of international recruitment: Enrollment Management does undergraduate recruitment for the entire university, and the Graduate School does some of their own; IELP recruits for IELP students.

GAMBURD, observing the queue, again proposed that questions could be submitted to be answered later [see **Appendix G.2.c**], or submitted in the online comment forms.

### 3. Report from AHC-APRCA

GÓMEZ referred senators to the [webpage of the APRCA committee](#), which includes discussion of history, principles and priorities, procedures, processes, and metrics, and links to two feedback forms: one for [Faculty Senate](#) and one from the [President's Office](#). On the President's Article 22 page you can also access materials related to the process. She encouraged senators to visit the website. The link for the President's feedback form goes directly to President PERCY. Faculty Senate has a separate feedback form. Responses are collected anonymously (unless you choose to provide your name), and will be synthesized by AHC-APRCA members in a report to Faculty Senate. She reminded senators that the thirty-day comment period starts following this Faculty Senate meeting. After that period, the President will propose a preliminary plan, and then another comment period begins. [For presentation slides, see **Appendix G.3.**]

GAMBURD again stated that additional questions could be submitted to her by email, and that any such questions and responses would be included in the Minutes [see **Appendices G.1.c** and **G.2.c**]. Feedback to the President, as provided in Article 22, goes exclusively to him. Faculty Senate is also interested in hearing from the community, and we will provide feedback to the President ourselves through AHC-APRCA and Steering Committee, summarizing the material we receive in the anonymous feedback form.

### H. ADJOURMENT

The meeting was **adjourned** at 5:04 p.m.

# ***Article 22***

# ***Presentation***

**Intensive English Language Program**  
**March 15, 2021**

# ***INTRODUCTION***

## ***President Percy***

# ***INTRODUCTION*** ***President Percy***

## **TODAY'S PRESENTATION**

- Article 22 Process
- University Budget Context
- OAA Budget Context
- IELP Program
- Next Steps

# ***ARTICLE 22 PROCESS***

## ***Cindy Starke***

### **WHY ARE WE GOING THROUGH THIS PROCESS?**

When budgetary challenges dictate a need to make programmatic changes, we have a few options under the AAUP collective bargaining agreement. Most of those contract provisions outline the process for reducing specific categories of AAUP represented employees.

In contrast, Article 22 lays out a formal pathway for addressing significant budgetary issues that is:

- Broad-Based
- Procedurally Comprehensive
- Collaborative and Inclusive
- Encourages Transparency



# ***ARTICLE 22 PROCESS***

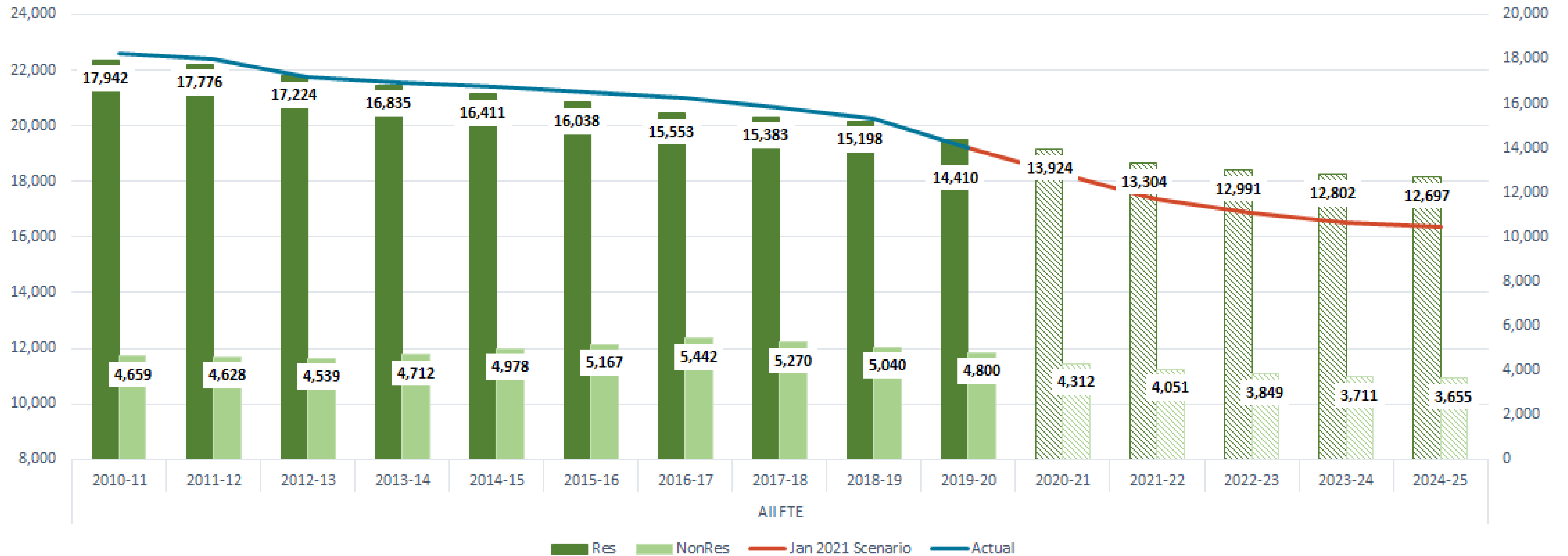
## ***Cindy Starke***

### **PROCEDURAL TIMELINE:**

<b>February 4</b>	Formal notice was provided to AAUP and Faculty Senate
<b>March 15</b>	Faculty Senate Presentation and meeting with AAUP
<b>March 16 – April 16</b>	Submissions of comments
<b>April 19 – May 2</b>	Review and thoughtful consideration of comments and other materials provided; During this time period, the president will decide whether to move forward and declare the existence of a condition requiring departmental reduction in IELP.
	<b><i>If the decision is to proceed, then the following dates apply:</i></b>
<b>No later than May 3</b>	University will release a provisional plan to implement department reduction, including proposed positions eliminated
<b>May 4 – June 4</b>	Time to receive and consider comments on the provisional plan
<b>No later than June 14</b>	Release of final implementation plan

February 22, 2021  
Enrollment Forecast

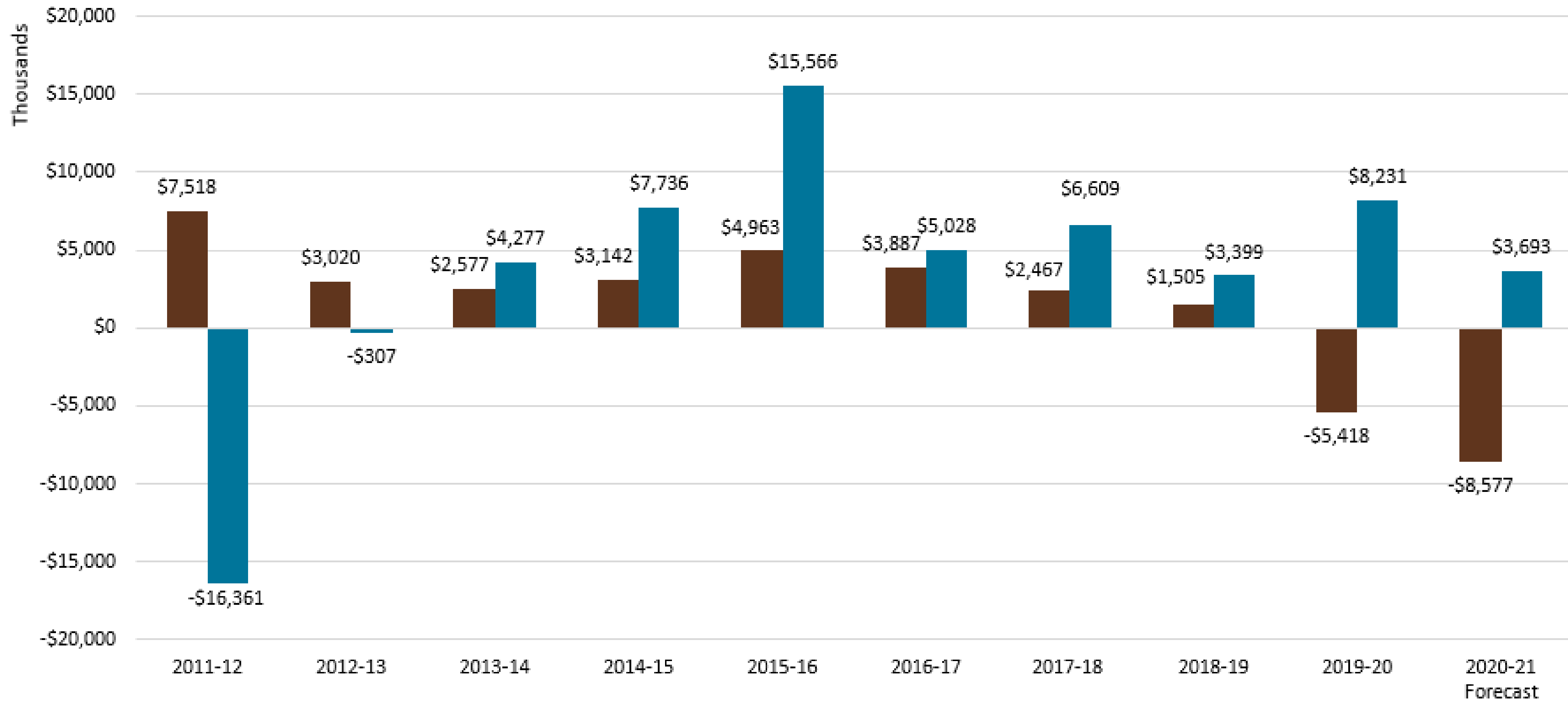
# Five-year Enrollment Forecast (January update)



## *Net tuition is decreasing*



# *Changes in primary sources of General Fund*

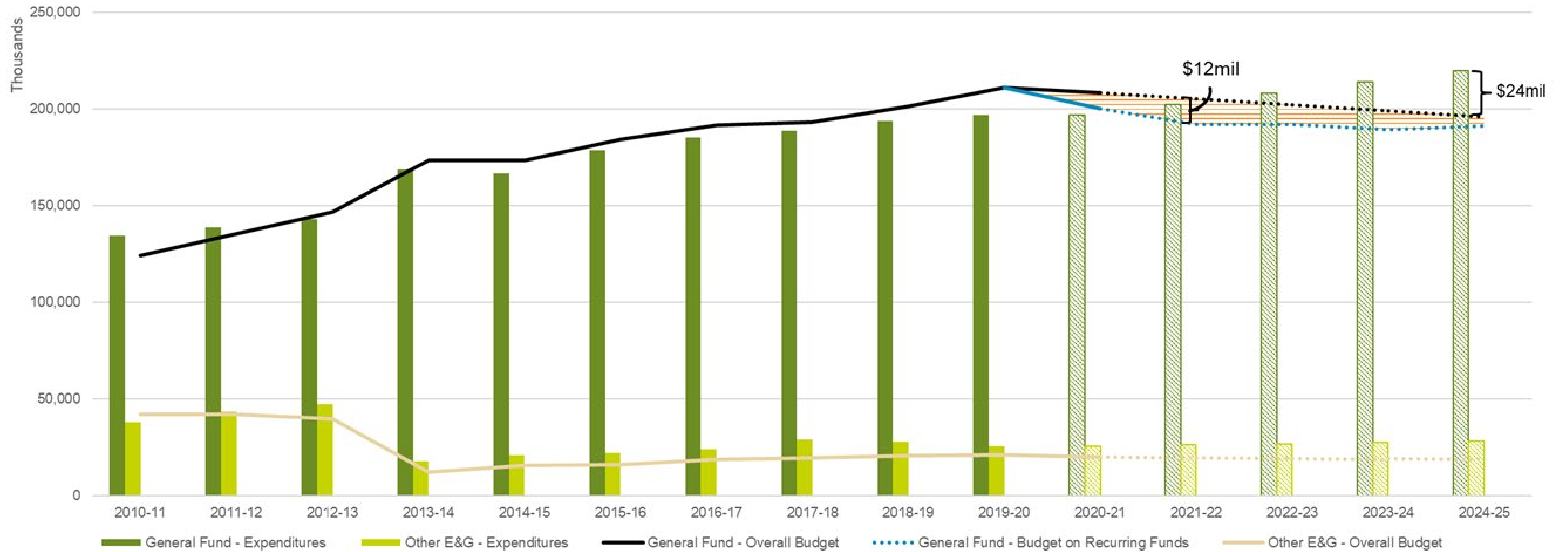


## *FY 2021-22 Deficit Spending Matrix and preliminary guidance from Board of Trustees*

Approximate Budget Change	Approximate Undergraduate Resident Tuition Increase			
	0%	2.5%	3.9%	4.9%
-3% (~\$19M reduction from CSL)	\$14 to \$16 million	\$12 to \$14 million	\$10 to \$12 million	\$9 to \$11 million
-1.5% (~\$13M reduction from CSL)	\$19 to \$21 million	\$16 to \$18 million	\$15 to \$17 million	\$14 to \$16 million
Flat (~\$9M reduction from CSL)	\$24 to \$26 million	\$21 to \$23 million	\$20 to \$22 million	\$19 to \$21 million
1.5% (~\$5M reduction from CSL)	\$28 to \$30 million	\$26 to \$28 million	\$24 to \$26 million	\$23 to \$25 million
3% ( CSL)	\$33 to \$35 million	\$30 to \$32 million	\$29 to \$31 million	\$28 to \$30 million

**Even with significant reductions, a combination of tuition increases and deficit spending (use of reserves) will be required for the FY 2021-22 General Fund budget.**

# Five-year E&G Budget Forecast Academic Affairs



## ***What does this mean for OAA?***

- ***Strategic Use of Bridge Funds (i.e. Management Reserves)***
  - ***Estimated at about \$12 Million from OAA for FY22***
- ***Division level reduction of 1.5%***
  - ***About \$3.2 Million reduction from COVID Adjusted Budget***
- ***Multi-year approach***
  - ***Need to eliminate bridge funds spending--annual 1.5% reduction for 4 years***

***REMARKS***  
***Provost Jeffords***



# IELP's Transition Timeline

- **March 2020**, Faculty Senate approved the merger of IELP into OIA
- **June 2020**, OIA and IELP embarked on a year-long transition plan of merging the two units together. The Transition Team (TT) was created
- **Summer 2020**, preparation and planning of the TT members to begin the process in September 2020 when faculty returned to contracts
- **October - November**, discussions about possible necessity for retrenchment of the IELP begin
- **Late January 2021**, President Percy accepts Provost's recommendation to begin the retrenchment process. Official notice to AAUP and Faculty Senate in early February.
- **Current**, the work of the TT continues with modifications to incorporate retrenchment discussions as appropriate.

# ***IELP: Core Functions***

Provides programming for PSU admitted and IELP admitted students

- Run PSU's Pathway program for undergraduate students
- Work with graduate departments to support academic communication needs of graduate students (prospective and current)
- Engage students with the campus and Portland Community
- Wraparound services to support students' academic, cultural and personal adjustment
- Collaborate with other campus units to support multilingual students

<b>IELP Program Areas</b>			
<b>Outreach and Admissions</b>	<b>Operations</b>	<b>Academics</b>	<b>Student Services</b>
<ul style="list-style-type: none"> <li>• Outreach and recruitment</li> <li>• Partnership development</li> <li>• Marketing</li> <li>• Admissions</li> <li>• I-20 processing</li> <li>• Pre-arrival communication</li> </ul>	<ul style="list-style-type: none"> <li>• Registration and enrollment</li> <li>• Data management</li> <li>• Facilities and Supplies</li> <li>• Personnel management</li> <li>• Program finances</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Instruction</li> <li>• Assessment</li> <li>• Learning Center</li> </ul>	<ul style="list-style-type: none"> <li>• Academic advising</li> <li>• Socio, cultural &amp; recreational engagement</li> <li>• New student services</li> </ul>

# ***IELP: Collaborations***

## **Examples of Campus Collaborations**

- MCECS
  - Collaboration on China initiatives
- University Studies
  - Designed and delivered academic communication course linked to FRINQ & SINQ for multilingual students. 276 students enrolled 2015 – 2020
- CUPA
  - English language courses for the Seoul Metropolitan Government Program AY17 to AY21
- Social Work
  - Programming to support visiting scholars
- COE
  - Collaboration on grant proposal for the Saudi Arabian Khrabrat Program, Building Leadership for Change through School Immersion
  - Submitted March 2020 (no grants awarded due to COVID)

## **Professional Affiliations**

### **Commission on English Language Accreditation**

- 10 year accreditation December 2018

### **UCIEP** (university and college intensive English programs)

- National consortium of university based intensive English programs dedicated to advancing quality instruction and professional standards
- requires self-study and site visit

# ***IELP History***

<b>Program Oversight and Budget Model</b>					
<b>2012 – 2013</b>	<b>2014</b>	<b>2015 – 2017</b>	<b>2018</b>	<b>2019</b>	<b>2020 - present</b>
<b>CLAS</b> Dean Beatty <b>Dept Applied Linguistics</b>	<b>VP Intl Affairs</b> Kevin Reynolds	<b>VP Intl Affairs Dean Graduate School</b> Margaret Everett	<b>VP Intl Affairs Acting Provost</b> Margaret Everett	<b>Provost Susan Jeffords</b> <b>Executive Director Ron Witczak</b>	<b>Executive Director Ron Witczak</b>
<b>Self-support</b>	<b>E&amp;G - IPEB</b>				

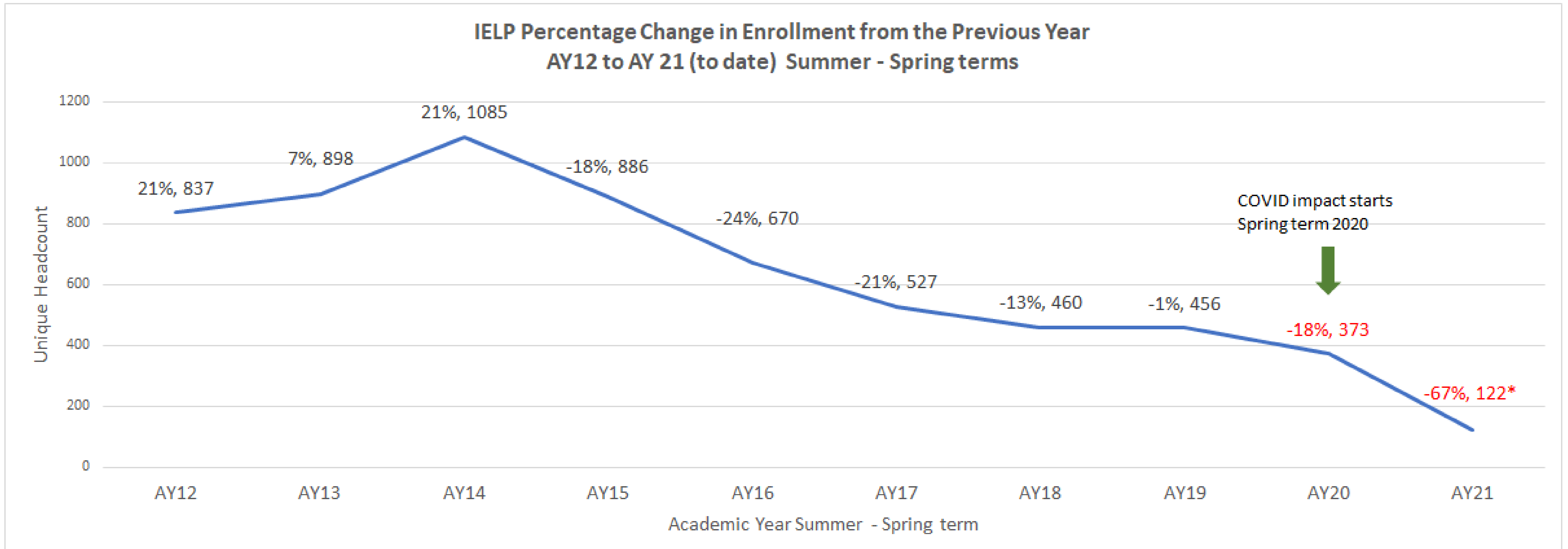


# IELP: Enrollment Trend: AY 2012 - AY 2020

## Student Numbers - unique headcount

Includes spring 2020 and up to Winter term 2021 COVID impact / change to remote instruction

\* NOTE: Spring 2021 IELP enrollment not included



# National IEP's Enrollment Trends

## IEP Enrollment Trends



Nationally, intensive English program (IEP) enrollment fluctuates more than international student enrollment as a whole. Domestic and international economic, immigration, political and societal factors all impact the flow of international students.

# ***IELP Enrollment by Student Type***

## **IELP admitted**

- Students apply directly to the IELP which has its own application and admissions process.
- Reasons why students apply to the IELP rather than PSU
  - Not intending to earn a university degree
  - Faster application process
  - Intending to build fluency and then apply to a university
  - Government scholarship requirements

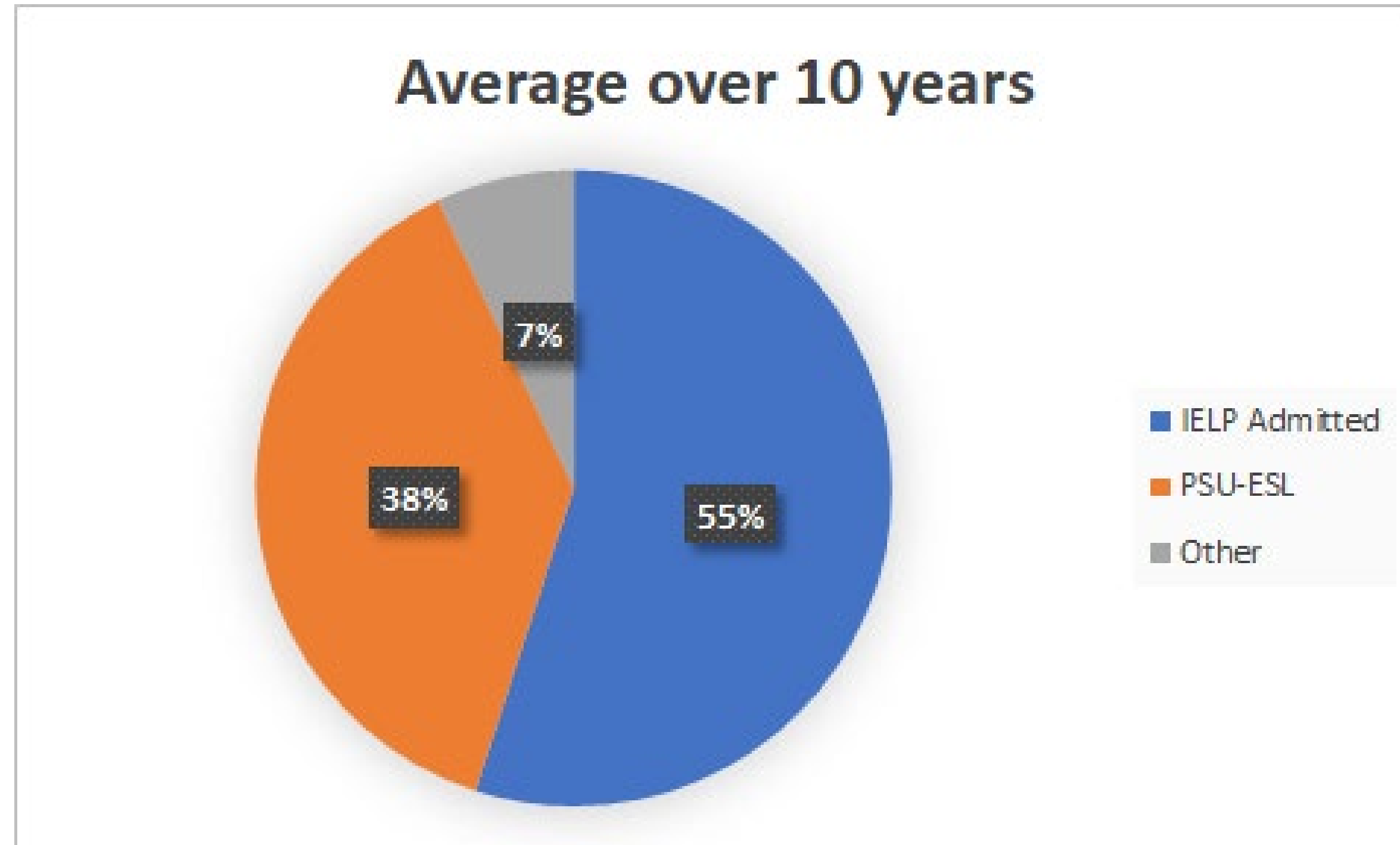
## **PSU admitted (PSU-ESL)**

- Primarily undergraduate students who want to earn a degree at Portland State but have not yet met PSU's English proficiency requirement.
- These students apply directly to PSU and are admitted into the PSU language pathway program (run by the IELP).

## **Other**

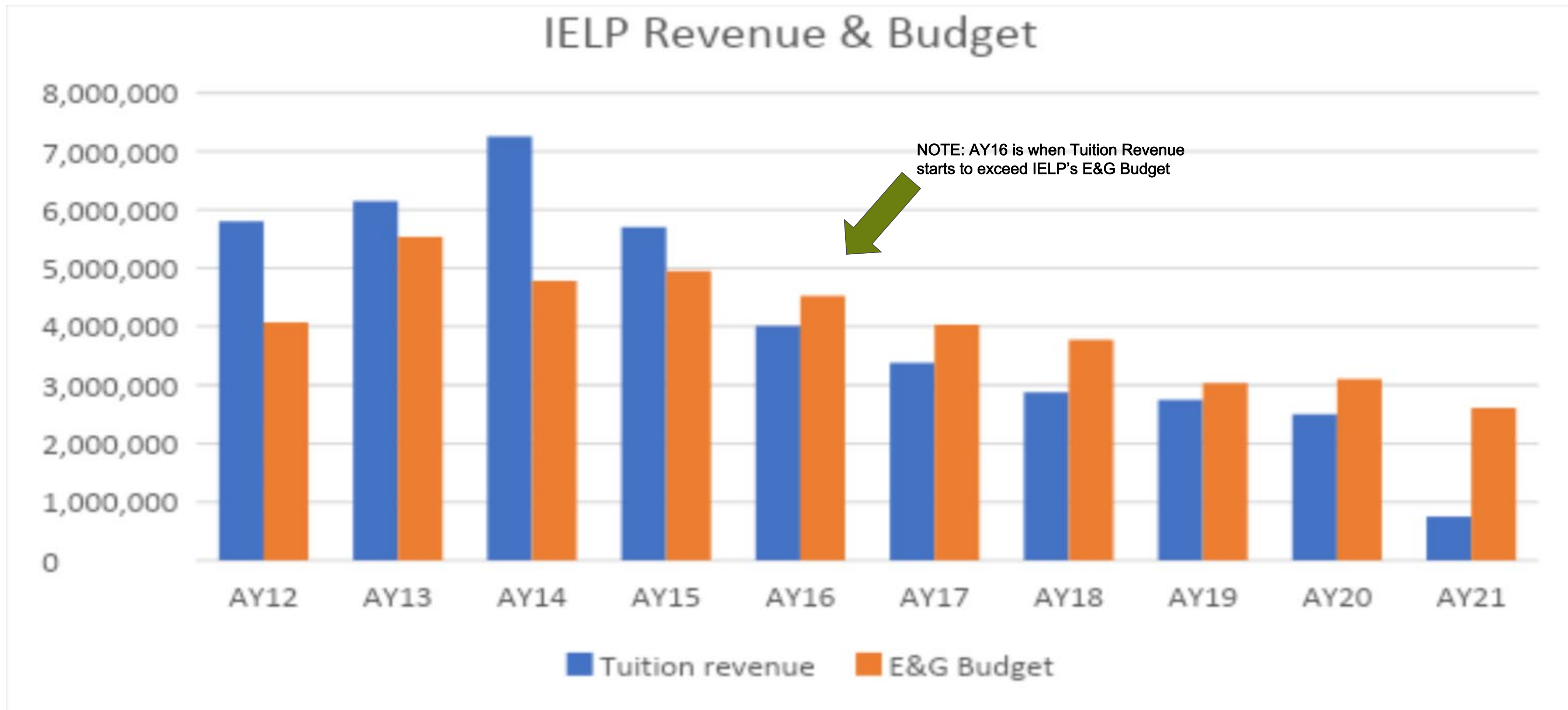
- PSU non-degree seeking students,
- Portland Center students,
- PSU students not required to take IELP classes, but seeking academic communication support

# ***IELP Enrollment by Student Type in Credit Programs***





# ***IELP Revenue & Budget***



Data Source: Julie Haun, Director, Intensive English Language Program

# ***IELP Current Staffing Overview***

**21 NTTF (83% of budget expenditures)**

**Program Administration (17% of budget expenditures):**

- 3 Administrators**
- 1 Academic professional (.9 FTE)**
- 2 Classified staff**

# ***General Consensus that Int'l Enrollments will take 3-5 years to Build Back to least Pre-pandemic Numbers***

**<https://www.voanews.com/student-union/international-student-enrollment-us-takes-hit>**

**<https://thepienews.com/news/five-year-recovery-period-predicted-for-global-student-mobility/>**

**<https://www.timeshighereducation.com/news/pandemic-redistribute-international-student-flows-report>**

**<https://www.universityworldnews.com/post.php?story=20200326180104407>**

**<https://www.universityworldnews.com/post.php?story=20201202134456579>**

**<https://www.chronicle.com/article/is-this-the-end-of-the-romance-between-chinese-students-and-u-s-colleges>**

# ***IELP: Quick Highlights***

## **Non-Credit Programs**

### **English Through Sustainability and Service Learning AY16 – AY21**

- Increased enrollment 82% from AY16 (62 students) to AY20 (113)
- Received an Outstanding Flagship Program award at the 2019 Global RCE conference on Education for Sustainable Development

### **Graduate Writing Camp, 2019; 2021**

### **Remote Intensive Communication 2020; 2021**

## **Grant Programs**

### **• \$1,175,079 total grant funding AY15 to AY20**

### **Fulbright Pre-Academic Program - Summer 15 through summer 2019 (suspended due to COVID)**

- Delivered to over 100 Fulbright scholars
  - One of 15 university IEPs awarded the Department of State / Institute of International Education grant
  - Programming provides academic and cultural adjustment support for new Fulbright Scholars who attend universities across the United States
- ### **• PDPI Program for Brazilian English language educators, 2018; 2019 (suspended due to COVID)**
- One of 14 universities awarded the Brazilian Ministry of Education and IIE grant

# ***IELP: RCAT History***

	2016	2017	2018	2019	2020	Cumulative
Restricted differential tuition net of bad debt	\$4,206,219	\$3,395,344	\$2,845,877	\$2,723,883	\$2,471,072	
Other revenue	\$494,028	\$356,010	\$303,043	\$249,368	\$314,917	
Total	\$4,700,247	\$3,751,353	\$3,148,920	\$2,973,250	\$2,785,989	
Direct expenses	\$4,695,586	\$4,233,403	\$4,029,905	\$3,499,652	\$3,366,092	
Base net revenue	\$4,661	-\$482,049	-\$880,986	-\$526,401	-\$580,103	-\$2,464,878
Indirect expenses	\$964,026	\$861,337	\$786,894	\$715,989	\$755,800	
Net	-\$959,365	-\$1,343,386	-\$1,667,879	-\$1,242,390	-\$1,335,903	-\$6,548,924

# ***NEXT STEPS*** ***President Percy***

## **FEEDBACK FORM**

<https://www.pdx.edu/president/article-22-process-site>

*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.

<b>% of total IELP enrollment</b>	<b>Admission Status</b>	<b>Goal</b>
34%	Admitted to PSU	<b>Undergraduate pathway student</b> – working on Academic English skills before transitioning to degree courses
1%	Admitted to PSU	<b>Graduate conditional admission</b> – working on academic English skills before transitioning to degree courses
20%	Admitted to the IELP	<b>Undergraduate Intent:</b> Apply to and earn an undergraduate degree from PSU or elsewhere
19%	Admitted to the IELP	<b>Graduate Intent:</b> Apply to and earn a graduate degree in the United States (at PSU or elsewhere)
18%	Admitted to the IELP	<b>Study Abroad:</b> 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>	<b>AY 2018-2019 number</b>	<b>AY 2018-2019 percent</b>
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%
<b>Grand Total</b>	<b>456</b>	<b>100%</b>

#### **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 in<sup>1</sup>. 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 Witzak 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 6<sup>th</sup> 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.

*Note from Secretary: per the Presiding Officer's suggestion during the meeting (see Minutes, p. 70) the following question was submitted to the PO during the meeting and answered subsequently.*

**Question:**

Which metrics are being used to assess forecast accuracy?

Are any of the following metrics available for the enrollment, revenue, and expense forecasts or projections? If so, please share the results.

- Mean Absolute Scaled Error (MASE),
- Symmetric Mean Absolute Percentage Error (SMAPE),
- Mean Absolute Error (MAE), and
- Root Mean Square Error (RMSE).

**Answer:**

We do not have the metrics on enrollment, revenue or expenditure forecasts.

# The Intensive English Language Program

A Presentation of the NTTFaculty to Faculty Senate

March 15, 2021



## Presenters:

Susan Lindsay, Gwen Heller Tuason, Errin Beck, Brett Bolstad

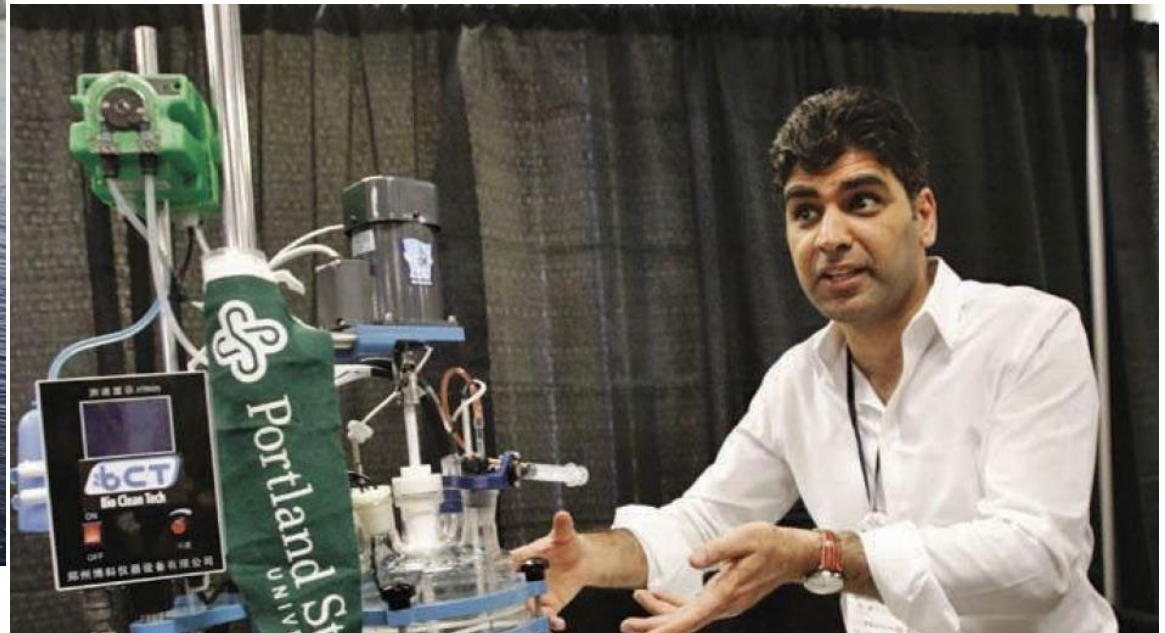


Portland State  
Intensive English  
Language Program

# Introduction

“Our program reductions have to be more than numerical...we are values driven and President Percy has made racial equity and justice the core priority for his presidency.”

Provost Susan Jeffords, Academic Affairs Town Hall 3/9/21



From [University Communications](#): Bashar Al Daomi, PhD Candidate and former IELP student

# The Role of IELP at PSU

- Our community



IELP Peer Mentors



Fariborz Maseeh, PSU donor  
and former IELP student



# The Role of IELP at PSU

- Students First Initiative
- IELP Pathway Program = Pipeline
- Hybrid classes



In these photos: [Ahmed Bohliqa](#), IELP alumnus, and [Makoto Ohara](#), current IELP student and PSU tennis team member

# The Role of IELP at PSU

- Campus collaborations and partnerships
- Diversity



Former IELP students on PSU's Office of Global Diversity and Inclusion website

# IELP's Current Situation

- Ongoing merger with Office of International Affairs
- Staff reductions (2016-2021)
- Diversification of programming
- Curricular review and redesign



[Source: PSU news website](#), former IELP students



[Source: PSU's website for international scholarships](#)



In this photo: members of the 2019 cohort of Fulbright Scholars including Stanley Kouassi, self-proclaimed future president of Cote d'Ivoire

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See our Self-Appraisal Report for details

<https://drive.google.com/file/d/14nSR3JSW9UzS9vqvE0EnA4xB82BL1XDL/view?usp=sharing>

**To:** Special Meeting of Faculty Senate, Senators and Ex-Officio Members  
**From:** Intensive English Language Program (IELP), NTTFaculty Members

**Date:** March 15, 2021

**Subject:** IELP NTTF self-appraisal report for the special meeting on Monday, March 15, 2021, pursuant to Article 22 of the [PSU-AAUP Collective Bargaining Agreement](#), in regard to potential program reductions in the IELP.

The IELP teaching and academic professional faculty would like to thank the Faculty Senate for this opportunity to provide a more complete understanding of our program's position as we enter into retrenchment proceedings for Article 22. As stakeholders, we appreciate the transparency this process affords. Therefore, we offer this report as a supplement to our presentation to the Faculty Senate regarding reductions to our program.

The PSU administration's rationale for reducing our program relies mainly on the decline in enrollment our program has experienced over the past several years. While we do not dispute the current decline in our student numbers, it is our position that in order to accurately assess our program's value to PSU, a broader context is needed.

## Introduction

For context, we would like to start by referring to President Percy's comments regarding the need for multicultural competency at the Faculty Senate meeting on January 4, 2021 as well as the following words from his online greeting on the first day of winter term:

*Portland State University is synonymous with our Portland community. As PSU will be changed by the past year, so too will Portland. We must ask ourselves: How can our research, our programs, our students, our alumni and our campus be part of a different, better, more just community?*

The IELP serves as a campus leader in intercultural communication, multicultural competency, curricular innovation, and equitable student support services. Our program has risen to meet the special needs of international students at PSU in these challenging times, and we are already moving forward with innovative programming to serve our 21st century learners. We will continue to envision new ways to serve the ever-fluctuating international student market and to add to PSU's portfolio of offerings for multilingual, multicultural domestic and international students. Especially for these students, who are often students of color, maintaining the health of the IELP is a vital mechanism in reaching the President's goal of a "different, better, and more just" community.

The IELP has a seasoned continuous-appointment faculty, an accredited program with diverse offerings, and renowned student services. Through our credit-bearing programming, we provide

academic pathways for ESL-restricted international students by providing transitional support into degree-seeking programs. Our non-credit programming supports a variety of study-abroad experiences that bring international students to campus, further enhancing PSU's global reputation. Our hybridized educational and student support unit is not typical at the university because we deliver both instruction and services. Additionally, we work in different dimensions with campus partners at PSU to support international scholarship. Our program model emerged as we have sought to address the needs of ESL-restricted international students at PSU, while at the same time seeking our permanent home within the university. Unfortunately, our current budget model as a solely academic unit does not account for all that we do in-house or accurately reflect the impact of our partnership work within the larger university.

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## **Dependence of University on the IELP**

As Article 22 requires the president to consider matters such as the dependence of other departments on the department proposed for reduction, we would like to illustrate the ways in which the IELP is indispensable to the university. IELP students represent a global community and are integral to PSU's diversity, equity, and inclusion goals. IELP faculty teach in multiple departments and participate in multiple levels of shared governance. Our independently accredited program facilitates the admission of undergraduate and graduate international students and plays a vital role in the education and support of international and domestic multilingual students across campus.

### **IELP Graduate and Undergraduate Pathways Program**

The IELP functions as PSU's only pipeline for international students who have not met English proficiency requirements. The university depends on the IELP to prepare students for matriculation into their primary path of study. All international students who intend to earn an undergraduate or graduate degree at PSU and who have not earned the required scores on an English language proficiency test are required to participate in the Pathways Program. Completion of the Pathways Program satisfies PSU's English language proficiency requirement. Our Pathways Program promotes and supports student academic success during the transition from the IELP to degree study at PSU.

Between 2014 and 2018, 39% of all international students who earned a bachelor's degree had enrollment in IELP courses. Even during the COVID pandemic that necessitated a return to their home countries for many of our students, the IELP Pathway pipeline has continued to flow. In the period from March 2020 to June 2021, we will have transitioned 66 undergraduate pathway students to their degree program. Between spring 2020 and winter 2021, 49 students completed the IELP Pathway Program, and 48 of those are continuing on to PSU. Another 18 are scheduled to complete the program this term. A single year of non-resident tuition/fee revenue generated by these 66 students equals \$1,969,242.

The IELP also collaborates with the Graduate School and individual departments to facilitate the admission of students who have not met or have expired language proficiency requirements.

We do the following:

- allow students to take our remote placement test to supplement expired scores;
- place students into graduate-specific courses depending on the lower bands of their language proficiency tests--most commonly grad reading (LING 454) or grad writing (LING 453) or the writing workshop for multilingual grad students (LING 457);
- teach workshops hosted by the graduate school and the PSU library.

### **Maseeh College of Engineering and Computer Science (MCECS)**

For the past 10 years the IELP has collaborated with PSU's Maseeh College of Engineering and Computer Science on international student enrollment. We have been instrumental in the Intel Vietnam Scholars Program and partnerships with Changchun University of Technology and Jilin Jianshu University in China. Since 2015, we have helped CCUT and JLJU undergraduate students transfer to PSU, even during online learning.

The IELP is currently assisting MCECS with a new initiative with Nanjing University of Posts and Telecommunications in China by working on curricular and instructional support for non-STEM coursework.

### **University Studies (UNST)**

In 2015, the IELP began working in partnership with UNST to provide the Multilingual FRINQ-SINQ Lab. The Lab is a 2-credit bridge course which supports a variety of multilingual international and domestic students who are enrolled in FRINQ or SINQ classes. IELP NTF facilitate multilingual learners in this bridge course to develop skills and strategies for successful completion of university coursework. IELP faculty also participate in the training of UNST mentors and provide professional development workshops for UNST faculty. One such recent workshop was titled *Questioning Assumptions about Multilingual Writers*. Although the lab is not currently running due to COVID, the IELP fully expects more partnership opportunities with UNST and other campus entities such as the Learning and Writing centers to grow as PSU strives to provide a more seamless and equitable network of support for L2 students in the post-pandemic return to classes.

### **Department of Applied Linguistics (LING)**

As a related department and one we were previously housed under, IELP faculty have a long history of working closely with Applied Linguistics faculty, programming, and language educators-in-training.

In partnership with LING, IELP faculty regularly:

- supervise and deliver LING 409/509 Language Teaching Practicum, a credit bearing program including community partnerships that brings language instruction to local underserved multilingual immigrant and refugee communities;



- mentor LING undergraduate and graduate educators-in-training through language course observations and student-teaching opportunities;
- serve on MATESOL culminating project/thesis committees;
- present as guest lecturers in undergraduate and graduate LING courses on a variety of language teaching and assessment topics;
- team with LING faculty on published research.

### **Hybrid Courses for New Matriculated International Students**

In rapid response to federal restrictions on exclusively remote programming for international student visa holders, the IELP has stepped in and provided essential hybrid-courses during the Covid-19 pandemic, allowing students to continue their studies here in the US. These are the current hybrid-courses we are offering: IELP-admitted students (LING 199), PSU UG students (LING 172, in coordination with OISSS), and PSU GR students (LING 199 and LING 457). International students now meet the immigration requirement to enter or stay in the U.S because of our course offerings. A total of 84 PSU students have registered for these classes.

### **Diversity, Equity, and Inclusion (DEI)**

PSU depends on the IELP to support multilingual international students in a culturally responsive educational setting that fosters a critically informed and responsible learning community. In this way, our program contributes to the university's mission of educating a 'diverse community of lifelong learners.' IELP students complement the diversity of domestic PSU students with their unique linguistic, cultural, political, and religious perspectives.

Recently, IELP faculty and staff have developed an implementation plan for the *PSU Intercultural Partnership Program*, a university-wide matching program that recruits and matches students in a cohort setting to participate in cultural, personal, and social exchange. This program was designed to meet the present-day needs of our campus and our students and is a direct response to PSU's current goals around student success and a more inclusive campus. It demonstrates investment in every student's experience, provides programmatic infrastructure that supports intercultural fluency, and can be leveraged for recruitment of international students to our campus.

We see multilingual support at PSU as fundamentally an equity issue. We are unaware of dedicated support networks for multilingual PSU students outside of the services offered by the IELP. For example, the multilingual specialist position in the PSU Writing Center was eliminated. Writing Center consultants no longer receive IELP training to support multilingual students. In order to equitably support the entire student body, more funding is needed for services like this.

### **Student Success - PSU's Students First Initiative**

The IELP strives to address the entire international student experience from initial point of contact to alumni engagement. We provide wraparound services for international students, including outreach/admissions; pre-arrival/orientation; advising; academic programming; academic support, and opportunities to engage with PSU and the Portland community. We provide first-term programming that supports students' initial campus experience and

contributes to student persistence, academic success, and sense of belonging. Additionally, our two-term academic pathway program promotes and supports student academic success during the transition from the IELP to degree study at PSU.

It is important to recognize that the IELP is budgeted as a revenue-generating unit. We do provide a full-slate of credit-bearing SCH-generating courses for our IELP and PSU admitted international learners. However, we also provide essential revenue-supporting student-success services such as those mentioned above that do not result in SCH. Our revenue-supporting activities are not accurately accounted for in the budget calculations used by the university to portray the fiscal health and value of our program. Our budget picture looks problematic to the outside eye because many of our faculty serve international students in roles or programs that support international efforts in other departments and campus-wide. A significant cut to the IELP undermines our capacity to continue to do this critical work.

## **Navigating International Student Enrollment Trends**

International student enrollment is well-known for being variable based on global and local events. Other university academic departments seldom face the extreme highs and lows in student enrollment that IEPs do, and therefore these fluctuations can appear alarming. According to the *Open Doors* reports compiled by the Institute for International Education (IIE), IEP enrollment fluctuates even more than international student enrollment overall, which makes projections very challenging.

The university cites the decline in IELP enrollment as catastrophic for years to come, but significant fluctuations in enrollment are part of the nature of IEPs. In the past we have had multiple years with 20% increases in enrollment, and we worked creatively to accommodate the huge influx of international students to PSU. We are again weathering a market shift, which our program has done before, namely after 9-11. It is notable that in one of the “declining enrollment” years mentioned in our notice letter, AY 2018-2019, we began to see the data turn around with a less than 1% decline. In AY 2019-2020, we began trending up in Fall, with improved SCH prior to the start of the Covid-19 pandemic. It may be worth noting that the biggest group of students in our beginning pathway level when the pandemic hit had majors relating to Public Health, a field likely to experience immediate growth post Covid-19. Currently, despite Covid-19, we have new scholarship students coming in cohorts from KSA, Oman, and Kuwait.

### **PSU IELP vs Other Intensive English Programs (IEPs) Nationally**

It is no secret that in the past five years university IEPs around the country have experienced wide-spread declining enrollments, a trend exacerbated by the Covid-19 pandemic. *English USA* has reported that 80 IEPs have been closed since 2017. The IELP is proud to report that while we have sustained declines, we have fared better than average IEPs in the US. In fact, in a recent survey of 73-member IEPs conducted by *University and College Intensive English*

*Programs (UCIEP)*, the IELP was one of only four programs nationwide with more than 50 students.

The IELP recognizes the turbulent nature of the international student market and has taken significant steps to bolster itself by diversifying course offerings. One reason why we are faring better than others is our adaptability to flex with the market. We diversified our portfolio of student programming to address the ebb and flow of international student enrollment. We designed and implemented short-term programming and embraced non-degree inbound international programming as an institutional strategy. One such program has been the English Through Sustainability and Service Learning (ETSSL) program, an internationally recognized award-winning program which draws from multiple international partner-universities. ETSSL is one of the IELP's non-credit-bearing study abroad options that meets market demand for service-learning experiences. Learners interact with the Portland-area community, participate in student clubs, and enrich the multiculturalism and diversity of the PSU campus. This work has exponentially opened up opportunities to work with other university partners across the globe, which benefits the university's profile. Another example of our adaptive efforts to tap into emerging markets is the current Remote Intensive Communication Program for partner-university students from Hiroshima University and Hosei University in Japan. This is the second term that students are joining us remotely for this communication-focused short program.

### **Grant-based Specialized Programming**

As a program that has weathered almost 60 years, the IELP understands that relying solely on a credit-bearing academic preparation program is not a viable strategy for the financial sustainability of an IEP. Efforts to diversify our programming have included grant-based short-term programs that bring recognition to PSU. Two of these programs are described below:

Fulbright Preparation Courses - Since 2015, the IELP has been one of six American universities chosen to host up to 30 international Fulbright scholars during summer term for a pre-academic English for graduate study program in collaboration with the US Department of State and the Institute of International Education (IIE). IELP faculty designed and led the courses and activities in the program to prepare international scholars for graduate study at US universities and colleges. PSU has been recognized as a leader in this type of programming thanks to the efforts of the IELP and we look forward to sponsoring these students again following the Covid-19 pandemic.

PDPI Program for Brazilian Teachers of English - The PDPI Brazilian Teacher Training Program was designed and developed by the IELP in partnership with IIE and CAPES, a Brazilian government ministry. To date, our PDPI program has brought more than 50 Brazilian in-service language teachers to PSU for two six-week intensive teacher-training sessions. A third session was scheduled but subsequently cancelled due to Covid-19. This also is work we intend to pick up once travel restrictions ease following the pandemic.

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## State of Development of the IELP

The IELP is a well-established department with long-standing leadership in international education at Portland State University. In order to continue to serve in a shifting landscape, the leadership, faculty, and staff of the IELP have been proactive in positioning ourselves appropriately within the governing structure of the university and in the international student market as a whole. In fact, we sought and earned a 10-year accreditation from the preeminent language education specific accreditor, *Commission on English Language Accreditation (CEA)*, in order to heighten our profile to student markets. This accreditation highlights the excellence of our program and is indicative of why students choose the IELP.

### Ongoing Merger with the Office of International Affairs (OIA)

With the goal of adopting a strategic and comprehensive approach to supporting international education and internationalization at PSU, the IELP petitioned in spring of 2020 to merge with OIA. This merger draws on the expertise of both units in order to increase international enrollment capacity at PSU. The merger addresses concerns regarding the challenges of operating the IELP as a standalone revenue generating unit and its anomalous status in PSU's budget process. The goals of the merger are:

- increasing outreach to international partners who funnel students to PSU;
- increasing PSU's capacity to design and deliver programming for international and domestic multilingual/multicultural learners within the whole of PSU;
- increasing capacity and innovation of student success efforts for international degree seeking students;
- building long-term fiscal stability and sustainability.

Currently, representatives from the units within OIA are working on structural redesigns that include:

- rethinking student services within the broader umbrella of ISP, PC, IELP and PSU degree-seeking students to increase efficiency in support services;
- redesigning OIA/IELP educational programming into a single unit to better position PSU within the changing international market;
- establishing an OIA outreach team to improve student pipelines to PSU.

This ongoing merger offers long-awaited opportunities to bring cohesion and focus to all international programming on PSU's campus, as well as to reconcile the budgeting discord that results from the IELP being an academic unit with wrap-around services. We are just getting started with that work. To significantly reduce the IELP now through Article 22 undermines the merger process and the current work that OIA, the IELP and Enrollment Management are doing to improve PSU's capacity to bring international students to PSU and support their success throughout their PSU experience.

### **Recent reductions in faculty and staff**

As part of an ongoing effort to combat shrinking budgets, austerity measures have been implemented in the IELP. Since 2016, the first year in which the program's tuition revenue generated fell below our E&G budget, 19 positions have been eliminated in the IELP. These positions include 13 NTTF reductions (9 contract terminations and 4 retirements/resignations not replaced). Additionally, 6 support staff and administration positions have been reduced (2 AP contract terminations, 2 classified staff contract terminations, 2 administrator resignations not replaced). Additional personnel cuts threaten to erode our expertise and jeopardize academic success work that could easily be adapted and utilized to support current university initiatives such as "Open for Fall Open for All."

### **IELP Program Review and Revision Project**

In response to shifts we have been tracking in the IEP market, the IELP has engaged in a full curricular review and innovative revision. This program-wide process is expected to yield a slate of course offerings by Spring 2022. The revisions we are in the process of making will:

- maintain the quality and rigor of English language education in the IELP while continuing to diversify the types of learners we serve;
- increase flexibility for learners with credit load and course options;
- add attractive courses for learners with a broad range of educational and professional goals.

Notable features of the revision include:

- a streamlined Pathway program that is competitive with peer IEPs and fast-tracks a fluid admission process to PSU;
- addition of an "English Plus" track (a trendsetting content-based instruction model) that offers a high-interest language learning context attractive to university partners especially in Japan and Korea;
- an integrated skills approach to lower-level proficiency courses in line with global trends in international education.

The IELP looks forward to contributing its expertise to a diverse array of services in conjunction with our new colleagues in OIA, in order to create a robust menu of choices for a broader international student audience here at PSU.

## **Closing & Next Steps**

With international student numbers poised to increase again in the near future, now is not the time to make further cuts that may impact a successful recovery or undermine current partnerships both on campus and abroad. We would like to be able to respond quickly when international students once again return to the US and specifically to PSU in higher numbers. We also would like the university to recognize that we have the tools to serve a diverse campus community beyond our intensive language classes. The IELP has supported the work of

internationalization for 56 of PSU's 75 years, and we are determined to demonstrate our adaptability and resiliency in serving multilingual learners at PSU for years to come.

It is with humility and appreciation that we respectfully submit our program status report to the Faculty Senate. The retrenchment process can at times be daunting, and we appreciate being allowed the opportunity to share a fuller picture of what is at stake for us and the future of PSU's international and domestic multilingual student populations as we face programmatic cuts. Finding a balance between budgets and benefits is more than a game of crunching numbers. It is, as President Percy said, about envisioning a different, better, more just environment for our community of learners.

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IELP alumni comment on the transformative power of the IELP on their educational success:

*"This is all a great beginning to start my program. I can't even imagine starting my academic life without having this beautiful adaption to American culture and life."*

*"I just submitted a 20 pages critique for one of my classes. When I was done, I took a moment staring at my laptop screen and it filled me with pride! I remember turning to my teacher for my first pre-class assignment ... how scared and puzzled I was then. I can see how her class and what we learned in IELP reflecting in my work and confidence."*

*"I truly believe that the classes in the Intensive English Language program were very supportive and I am ready to transfer from an IELP student to a PSU student. I also think my pathway class is the main reason why I'm ready for class. It made me well prepared for my PSU class."*

*"Joining the Pathway program instead of trying to improve my IELTS score was the best decision I've made in a while."*

*Note from Secretary: per the Presiding Officer's suggestion during the meeting (see Minutes, p. 74) the following question was submitted to the PO by email after the meeting and answered subsequently.*

**Question:**

Does the IELP faculty have a response to the RCAT score presented by the administration and, if so, how do they propose lowering this score as part of their great proposal and document? It seems that is a piece in need of addressing, so I would be curious how that challenging data is being addressed.

**Answer:**

We recognize that the budget to tuition ratio as it is reflected in the RCAT has been out of balance for a number of years. However, it is critical to contextualize the RCAT number. The IELP has been evaluated as a revenue generating unit in PSU's budget model despite costs that are unique to our unit. These costs include in-house support services such as advising, registration, recruitment, and other student engagement services such as our Learning Center and a program of student activities. Therefore, enrollment decline is not the sole reason for our RCAT score. Importantly, the fact that our unit functions *in support of* revenue generation but is evaluated based solely on *generation of revenue* creates a fundamentally skewed picture of our cost to the university based on RCAT score alone.

The merger of IELP and OIA is currently the main strategy to more closely align the IELP budget with the PSU model. We are working towards long-term budget sustainability. This includes identifying a different mix of E&G and non-credit revenue as well as redistributing and/or absorbing some IELP functions that are outside of its academic functions into other OIA units that already do that work. Ron Witzack has expressed a commitment towards our budgetary goals.

We also understand that recovery of our program must be more comprehensive. Therefore, as teaching faculty, we are leveraging our training and expertise in our field to redesign our curriculum to be more flexible and reach more students.

More generally, we look to the optimistic potential of initiatives like a new 'PSU partnership with Nanjing University and PSUs "Open for fall, open for all" to provide opportunities for our faculty to serve even more students. We also hope that international students receive more priority through enhanced recruitment.

# Academic Program Reduction and Curriculum Adjustment Committee (APRCA)

## Special Faculty Senate Meeting

March 15, 2021

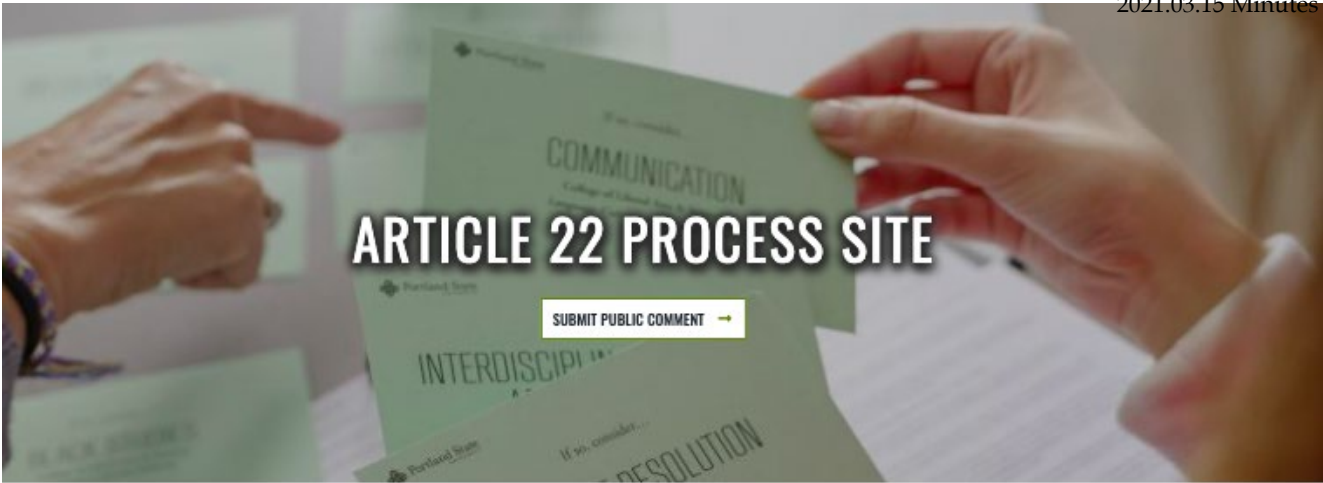


# APRCA Website

<https://www.pdx.edu/faculty-senate/ahc-aprca>

- History
- Principles and priorities
- Procedures, processes and metrics
- Links to two feedback forms
  - Faculty Senate
  - President's Office

# President's Office



# ARTICLE 22 PROCESS SITE

[SUBMIT PUBLIC COMMENT →](#)

## ARTICLE 22 SUPPORT MATERIALS



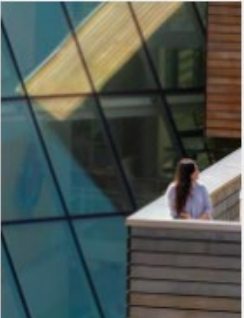
PROVOST'S LETTER



AAUP LETTER



FACULTY SENATE LETTER



SENATE MATERIALS



<https://www.pdx.edu/president/article-22-process-site>

President's Feedback Form responses go directly to President Percy

Form opens today @ 4 p.m.  
March 15, 2021

# Faculty Senate

# PORTLAND STATE UNIVERSITY FACULTY SENATE

2021.03.15 Minutes Appendix G.3 - p. A176

## UPCOMING AND RECENT EVENTS



### PREVIOUS MEETING

Watch a recording of the 3/1 Faculty Senate meeting

Note: A pdx.zoom.us login is required to view the recording.



### NEXT MEETING

Faculty Senate will hold a Special Meeting on Monday, March 15th, 3:00-5:00.

A livestream of the meeting will be available once the meeting begins.



### ACADEMIC PROGRAM REDUCTION AND CURRICULAR ADJUSTMENTS

The Ad-Hoc Committee works to ensure meaningful faculty participation in curricular adjustments and program reductions arising from budget reductions. Visit this webpage for information and opportunities to provide feedback, particularly for the Article 22 process for the IELP once feedback forms become available on 3/15.

FACULTY SENATE AD-HOC COMMITTEE ON

# ACADEMIC PROGRAM REDUCTION AND CURRICULAR ADJUSTMENTS

The Faculty Senate approved the Ad Hoc Academic Program Reductions and Curricular Adjustments Committee in October 2020 to ensure meaningful faculty participation in all matters related to potential curricular adjustments and program reductions arising from budget reductions. The Committee is tasked with recommending principles and priorities based on PSU's values and missions, with planning and implementing transparent communications, and with soliciting faculty input and feedback.

This website provides:

- Information about the procedures, processes, and metrics that PSU is following for the program reductions and curricular adjustments.
- Up-to-date information about PSU's budgetary situation.
- Key resources and documents.
- Opportunities to provide feedback and comments
  - ***If you wish for your comments to be considered by both the President and the APRCA committee, please submit them to both forms below. Comments submitted directly to the President will not be shared or publicized. Comments shared with APRCA will be synthesized and shared publicly as a report to the Faculty Senate.***
  - [Comments for Faculty Senate on March 15th President's presentation and other presentations](#)
  - [Comments for President Percy](#)

<https://www.pdx.edu/faculty-senate/ahc-aprca>

Faculty Senate's Feedback Form responses are collected anonymously, synthesized by APRCA members and presented in a public report to the senate

Form opens today @ 4 p.m.  
March 15, 2021



# First 30-day Comment Period

- Following this Faculty Senate meeting, a 30-day comment period begins. Comments and recommendations collected will be provided to the President's Office.

# Actions after First Comment Period

- Upon considering the comments received, if the President decides to move forward with reductions, the President proposes a preliminary plan and another comment period begins.