

# Faculty Senate Report on Comments on the President's Article 22 Provisional Plan for IELP

Joint report of the Faculty Senate Steering Committee and the Ad Hoc Committee on Academic Program Reduction and Curricular Adjustment (APRCA)

6/6/2021

## Committee Collaboration

The Faculty Senate charged the Ad Hoc Committee on Academic Program Reduction and Curricular Adjustments (APRCA) in October 2020, and the committee has been working since December on projects related to upcoming program reduction initiatives. One aspect of the committee's charge is to assist, if requested by OAA or AAUP, in program reduction initiatives undertaken through the PSU-AAUP Collective Bargaining Agreement (CBA). The Faculty Senate Steering Committee has delegated some work related to program reduction to the APRCA committee. The APRCA Committee created the first draft of this report, and the Steering Committee has reviewed and refined it.

## Context

On February 4th, President Percy sent a memo to the Faculty Senate Presiding Officer invoking Article 22 of the CBA for program reduction in the Intensive English Language Program (IELP). A special Faculty Senate meeting (as described in Article 22.3.c) took place from 3:00 – 5:00 PM on Monday, March 15th. According to the Collective Bargaining Agreement, during this meeting, the President was asked to “present a full description and analysis of the financial condition of the University” (PSU-AAUP CBA, Article 22.3.c).

Following the President's presentation on March 15th, a 30-day comment period ensued. The President solicited comments directly for his private consideration. In addition, Faculty Senate collected input from the community in order to craft its own feedback to the President. From the 102 comments and 19 uploaded documents received through the Senate comment process, the APRCA committee and Faculty Senate Steering Committee crafted a report entitled “[Feedback for President Percy Regarding the President's Article 22 Presentation on March 15th Related to the University Budget](#),” which was submitted to the President on April 19, 2021.

As outlined in Article 22.4, the President presented a [Provisional Plan](#) for IELP Retrenchment on May 11<sup>th</sup>, and a second 30-day comment period ensued. In order for the APRCA Committee and Faculty Senate Steering Committee to have time to review materials, write a report, and include it in the Faculty Senate packet for the June 14<sup>th</sup> meeting, the Faculty Senate's feedback form closed on May 25<sup>th</sup>. The President's feedback form runs the full 30 days, through June 10, 2021. This report summarizes the 18 comments and one document received through the Faculty Senate comment form as well as two other documents received independently.

At the conclusion of the second 30-day comment period, the President will announce a final plan and will notify IELP about how the reductions will take place.

## Comments received

This report summarizes themes in comments from 18 respondents and 1 uploaded file received through the Faculty Senate feedback form, in addition to comments received directly by the Presiding Officer of Faculty Senate. In the interest of full transparency, the full text of all of the comments and documents are included as an appendix to this report.

Compared to the first set of comments, the second set of comments are sparser and less unified in their points. No former IELP students provided comments this time, but a message of support for IELP from the President of ASPSU is included in the supplementary documents. Six comments say in different ways that the President's plan appears not to consider the ideas provided by faculty members during the previous comment period. Most comments can be grouped with the simple two-word statement, "NO LAYOFFS" (5/25/21), and argue that PSU should retain IELP faculty using federal COVID relief funds and reserves until the international market rebounds. Three comments support the President's Provisional Plan as a rational way to handle reductions during a serious budget crunch. Another sector of comments focuses on the details of the plan, making arguments to lay off fewer faculty and/or deploy them elsewhere on campus.

### IELP Student Support Services Needed on Campus: Provisional Plan Provides Insufficient or Potentially Inappropriate Staffing

Respondents state multiple worries about the level of staffing outlined in the Provisional Plan. One strong concern arises around PSU's new program with Nanjing University of Posts and Telecommunication (NJUPT) in China. The comment notes, "PSU and the Maseeh College of Engineering and Computer Science will be bringing 240 students to PSU this September, and the IELP is slated to provide English instruction and course design. PSU expects 100-200 NJUPT students at PSU by 2023" (5/25/21). This commenter continues, "With imminent deep cuts to our teaching roster, we will not be able to staff all the needed course sections." IELP suggests that they would need 1.0 FTE to cover the obligation for the first year of the agreement and more as the program gets established (6/4/21). Faculty Senate heard independently from administrators in MCECS regarding this issue, and the Presiding Officer suggested that the administrators reach out to their Dean and to President Percy regarding this concern, which they have done.

A second area of concern arises around "programming to support international graduate students at PSU" (5/25/21). One respondent notes that the Provisional Plan makes no provision for staffing that aspect of the IELP program, which, according to another comment, would require at least 1.0 FTE to teach the graduate classes and another fraction to coordinate the program (6/4/21).

It is unclear to the Faculty Senate whether the Provisional Plan allows adequate staffing for instruction that IELP provides for several units on campus, including support for the Learning Center English Lab and University Studies. Related to the Learning Center, a comment states that the plan proposes that an "IELP learning center will become a hub for all ESL language support on campus, will provide workshops for educators on campus, [and] will train and manage tutors and conversation partners," but then "provides NO .FTE for this position, which historically is a full time position" (5/24/21). During the prior

30-day comment period, the course UNST 170: Multilingual FRINQ Lab figured in multiple comments. During this 30-day comment period, one entry notes, “I teach in the UNST program, and we have partnered with IELP to provide support to our multilingual students. About 40% of the students in my FRINQ classes are multilingual. For years, IELP offered a multilingual lab section to support both international and domestic students whose first language was not English. This year, the Multilingual Lab was cut. When I met individually with my students this year, the number one academic issue they struggled with was reading and writing in English. International students were unable to travel to the US and be immersed in the English language, and they struggled in their classes. Domestic multilingual students also struggled. At a time when students needed it the most, the multilingual lab was cut. This program was invaluable. Without it, retention rates could go down” (5/25/21). This comment urges that PSU maintain the Multilingual FRINQ Lab at its prior staffing level. IELP suggests that at least 1.0 FTE should be allocated to the programmatic needs in UNST and the Learning Center (6/4/21). The staffing projection provided in the Provisional Plan does not address the need to retain faculty to undertake these endeavors.

A letter of support from the University Writing Council outlines the important pedagogical functions that IELP serves on campus and urges that the university allocate and/or restore funding for IELP faculty to support the Writing Center, UNST, and an English Lab for language learners. In addition, it is worth reiterating points from the first comment period regarding the close and mutually beneficial integration between IELP and the Department of Applied Linguistics, particularly on the MA in TESOL and the IELP learning center. (Letters of support from the University Writing Council and the Department of Applied Linguistics are included in the supplementary data associated with this report.)

Another respondent suggests making layoffs based not on seniority but on expertise. “Given the new programs and innovative thinking in the IELP now, it does not make sense for layoffs to be based on seniority.... Instructors are not all equally qualified for all areas” (5/24/21). Retaining crucial aspects of the IELP capacity will require careful planning.

To cushion the blow to faculty and retain as many as possible on campus, one comment suggests that PSU “Redeploy the IELP talent-pool temporarily or permanently to other positions on campus that support student transition, retention, and success, especially to areas that serve multicultural, multilingual learners” (5/25/21). The Faculty Senate supports this plan to retain as many IELP faculty on campus as possible.

### Exceptional Times

A number of comments point out that the past five years have been exceptional in different ways. During the prior national presidential administration, federal policies reduced the flow of international students. Then, in 2020, the country shut down international travel entirely due to the COVID-19 pandemic. One comment sums up this situation by stating, “The past year has been exceptional. We are in the midst of a global pandemic. This pandemic was at the tail end of a presidency which seemed openly hostile to foreign students” (5/13/21). This comment and others like it urge that PSU delay layoffs to see if the number of international students rebounds.

Three comments outline another side of the “exceptional times” theme, related to PSU’s ongoing budget issues and the need to make reductions in academic programs. One respondent suggests, “I think this was a much needed action” (5/24/21). Another states, “We need to make some difficult

decisions regarding PSU in the coming years and, if PSU wants to continue bringing in students, we can't continue paying programs like IELP if they are not bringing in funds. Other departments are bearing the brunt of budget cuts because they are successful, which is not fair" (5/24/21). Similarly, another entry notes, "I fully support the President's Proposed IELP/ Retrenchment Plan. It reads as a reasonable way to make necessary reductions to a program whose staffing and infrastructure investments no longer match the market opportunity" (5/21/21). With an \$11 million gap to fill in the OAA budget, reductions will be necessary across campus in the near future.

### Federal COVID Relief Funding

PSU has benefited from the CARES Act and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA). President Percy sent a [message](#) to the University community about this topic on March 25, 2021, noting "PSU is receiving approximately \$105 million in federal relief."

Numerous respondents mention the federal relief funds. One states, "There is certainly no serious financial crisis now with the stimulus dollars PSU is accepting, so it behooves us to act honorably and not cut these pandemic hit hard jobs for the next year" (5/25/21). Another notes, "There is a great deal of worry among IELP faculty about the \$105 million PSU has received in federal Covid relief not reaching those it is intended to help. While some funds will go to help students, another portion should be provided to support employees affected by dropping enrollments caused by the pandemic" (5/25/21). Another states that "cuts should not be made final while we still lack budget transparency, including a clear accounting for the use of the stimulus funds the university has received" (5/24/21). The Faculty Senate urges the administration to make clear how the federal funds are being used. The Senate appreciates that OAA and FADM have reached out to the Faculty Senate Steering Committee and the Faculty Senate Budget Committee to provide details on expenditures from that financial resource.

### Timing: IELP Merger underway with Office of International Affairs

IELP is in the process of merging with the Office of International Affairs, as approved by the Faculty Senate in April 2020. Several respondents suggest that it would be premature to cut IELP before the merger has been completed. "There should be NO layoffs until the IELP/OIA merge is complete and the pandemic is over" (5/25/21), one comment explains; another says, "Use federal stimulus funding, or other savings realized on account of federal stimulus monies and state funding, to temporarily subsidize IELP until adequate analysis and planning is conducted and the merge with OIA can go into full effect" (5/25/21). This comment urges the administration to wait to see the effects of prior measures taken to address the budget issues in IELP before making further changes. Another comment suggests that reimagining IELP be incorporated into the ReImagine PSU initiative (5/25/21).

### Processes

The program retrenchment process itself raised questions. One comment asks, "Why did these layoffs require Article 22? Why weren't the layoffs just done under Article 18?" (5/25/21). Related to the rationale that triggers the use of Article 22, a respondent notes, "IELP faculty fully support the need for a SGRN department and faculty needed to deliver its curriculum, but it is very concerning to us that the university will reportedly hire 7 new SGRN faculty at a cost of about \$800K per year while laying off 9 IELP faculty at a cost of about \$900k/year, claiming that retrenchment of the IELP is necessary to avoid serious distortion of the university's budget" (5/25/21). These and other comments express that the hiring going on in other units in OAA and the influx of federal funding indicate that the financial crisis is not as severe as suggested by the administration.

A series of other comments discussed issues of inclusivity, transparency, and participation of IELP faculty in the creation of the departmental plan. The Faculty Senate is disturbed to read, “What was submitted TO the president from 'the department' was NOT A PLAN CREATED BY THE DEPARTMENT, but rather something proposed by personnel from OIA who know very little about the IELP's inner workings or needs. The IELP NTTFF Faculty and IELP Director were not involved in the creation of the 'departmental' plan” (5/24/21). While recognizing the difficulty of communicating during layoffs, the Faculty Senate urges that the administration consult with the program about proposed layoffs. Because the IELP Article 22 process is a model for other cuts to come, the Senate is especially concerned about lack of transparency and consultation.

## Conclusion

The size of any cut to be implemented now should be based on data drawn from a longer time horizon with thoughtful annotations regarding the timing of external events such as the recently ended federal administration and the COVID-19 pandemic. PSU needs to determine to the degree possible where IELP would likely be today without those external events and use that understanding to estimate the likely mismatch between current faculty size and what will be needed after the rebound from these external disruptions.

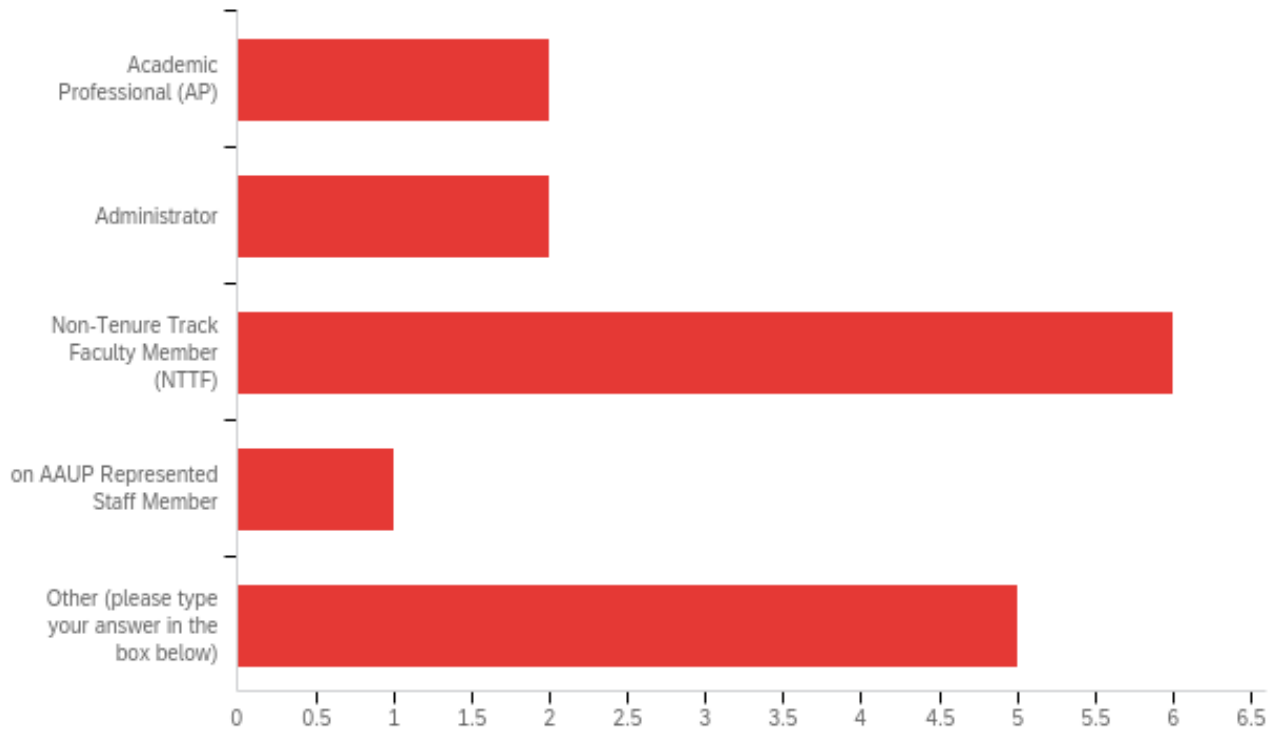
The Faculty Senate understands the wider context of enrollment declines and budget reductions that frames the conversation about layoffs in IELP. The Senate urges that the administration collaborate with the program itself to understand ongoing and upcoming curricular and instructional needs and to assure that sufficient IELP staff remain with the program to cover commitments. Evidence provided during this comment period suggests that IELP needs at least 3.0 FTE of additional staffing beyond the level provided in the Provisional Plan to meet needs on campus.

# Default Report

A22 Feedback Form 2

May 29th 2021, 2:23 pm PDT

## Q3 - Your affiliation with Portland State University IELP



| # | Field  | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--|---------|---------|------|---------------|----------|-------|
| 1 | Your affiliation with Portland State University IELP - Selected Choice | 1.00    | 5.00    | 3.31 | 1.36          | 1.84     | 16    |

| # | Answer                                 | %      | Count |
|---|--|--------|-------|
| 1 | Academic Professional (AP)             | 12.50% | 2     |
| 2 | Administrator                          | 12.50% | 2     |
| 3 | Non-Tenure Track Faculty Member (NTTF) | 37.50% | 6     |
| 4 | Non AAUP Represented Staff Member      | 6.25%  | 1     |

|   |  |        |    |
|---|--|--------|----|
| 5 | Other (please type your answer in the box below) | 31.25% | 5  |
|   | Total  | 100%   | 16 |

### Q3\_5\_TEXT - Other

Other (please type your answer in the box below) - Text

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Tenure-track faculty member

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IELP NTTF Faculty

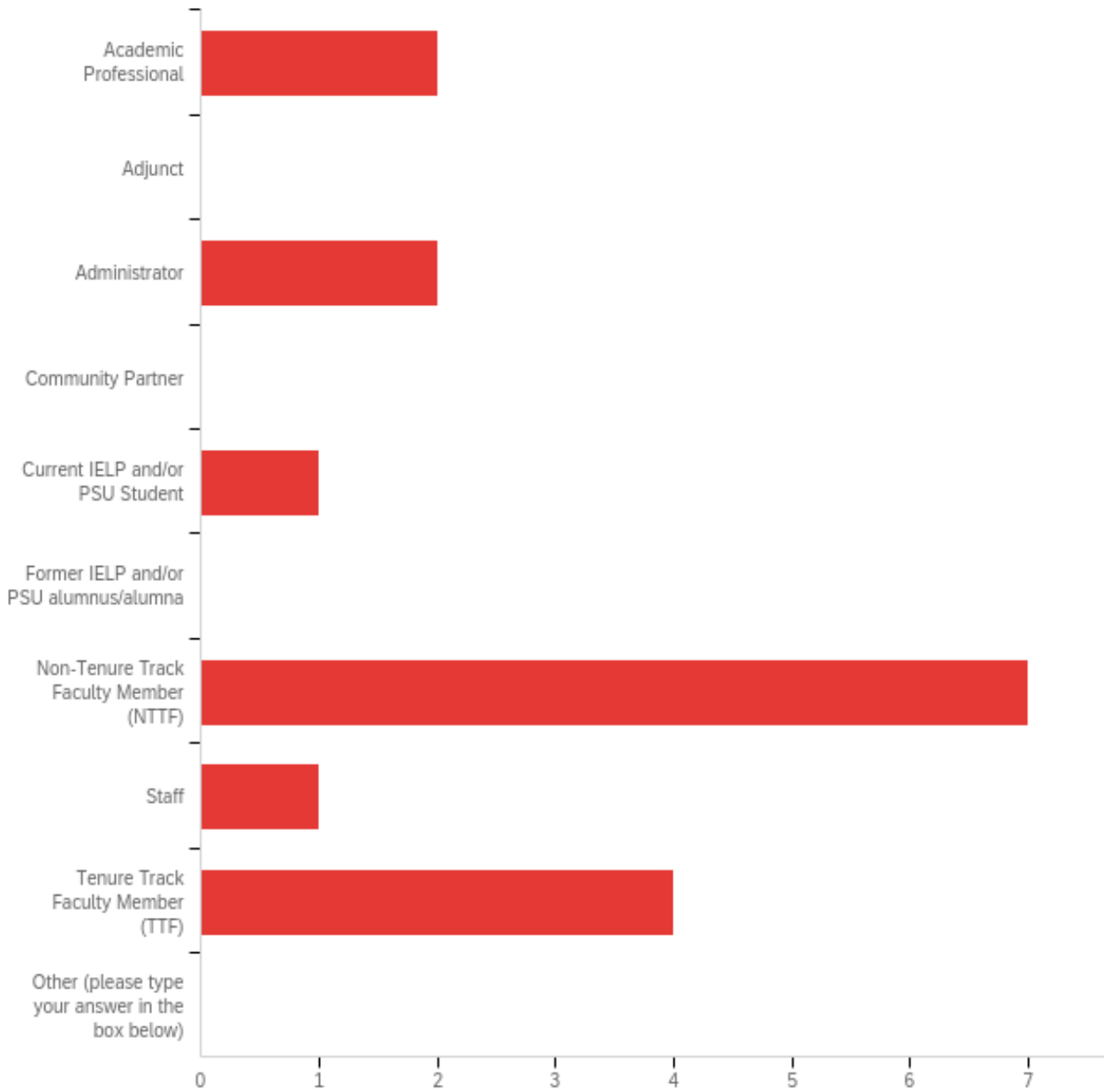
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TTF colleague in another department

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Student

#### Q4 - What is your current and primary affiliation with Portland State University?



| # | Field  | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--|---------|---------|------|---------------|----------|-------|
| 1 | What is your current and primary affiliation with Portland State University? - Selected Choice | 1.00    | 9.00    | 6.24 | 2.60          | 6.77     | 17    |

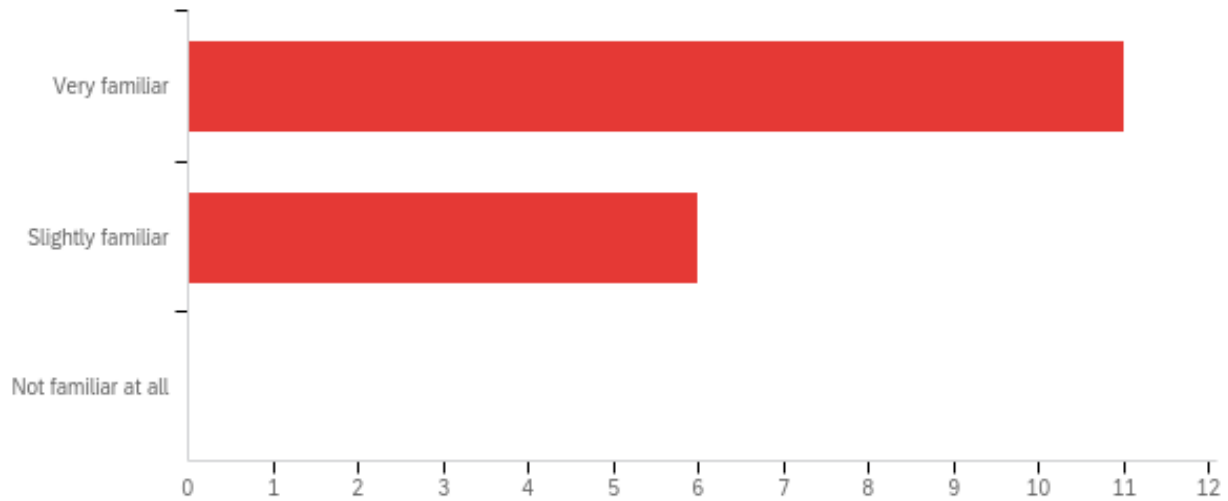


| #  | Answer   | %      | Count |
|----|--|--------|-------|
| 1  | Academic Professional                            | 11.76% | 2     |
| 2  | Adjunct  | 0.00%  | 0     |
| 3  | Administrator                                    | 11.76% | 2     |
| 4  | Community Partner                                | 0.00%  | 0     |
| 5  | Current IELP and/or PSU Student                  | 5.88%  | 1     |
| 6  | Former IELP and/or PSU alumnus/alumna            | 0.00%  | 0     |
| 7  | Non-Tenure Track Faculty Member (NTTF)           | 41.18% | 7     |
| 8  | Staff  | 5.88%  | 1     |
| 9  | Tenure Track Faculty Member (TTF)                | 23.53% | 4     |
| 10 | Other (please type your answer in the box below) | 0.00%  | 0     |
|    | Total  | 100%   | 17    |

Q4\_10\_TEXT - Other

Other (please type your answer in the box below) - Text

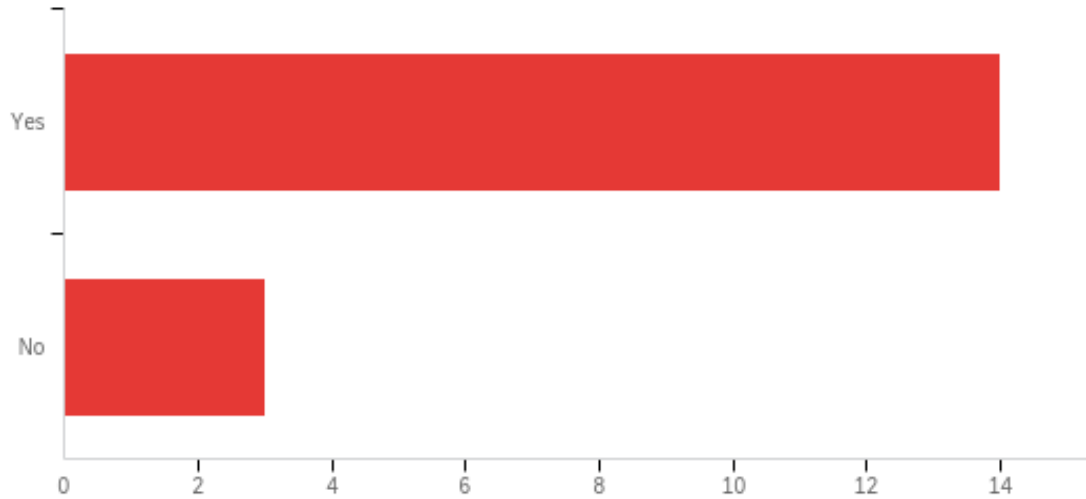
### Q5 - How familiar are you with the services of the IELP?



| # | Field   | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | How familiar are you with the services of the IELP? | 1.00    | 2.00    | 1.35 | 0.48          | 0.23     | 17    |

| # | Answer              | %      | Count |
|---|---------------------|--------|-------|
| 1 | Very familiar       | 64.71% | 11    |
| 2 | Slightly familiar   | 35.29% | 6     |
| 3 | Not familiar at all | 0.00%  | 0     |
|   | Total               | 100%   | 17    |

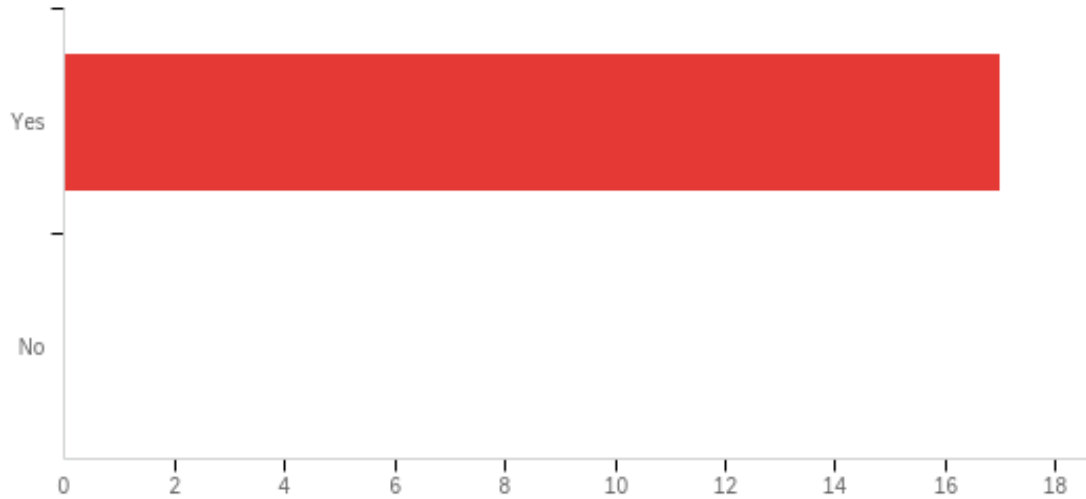
### Q6 - Have you, and/or your department/program, used IELP services before?



| # | Field  | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--|---------|---------|------|---------------|----------|-------|
| 1 | Have you, and/or your department/program, used IELP services before? | 1.00    | 2.00    | 1.18 | 0.38          | 0.15     | 17    |

| # | Answer | %      | Count |
|---|--------|--------|-------|
| 1 | Yes    | 82.35% | 14    |
| 2 | No     | 17.65% | 3     |
|   | Total  | 100%   | 17    |

### Q7 - Have you read the President's provisional plan regarding the IELP?



| # | Field  | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--|---------|---------|------|---------------|----------|-------|
| 1 | Have you read the President's provisional plan regarding the IELP? | 1.00    | 1.00    | 1.00 | 0.00          | 0.00     | 17    |

| # | Answer | %       | Count |
|---|--------|---------|-------|
| 1 | Yes    | 100.00% | 17    |
| 2 | No     | 0.00%   | 0     |
|   | Total  | 100%    | 17    |

## Q8 - Comments concerning the manner in which the proposed reductions are to be accomplished per the President's provisional plan (unlimited text box).

Comments concerning the manner in which the proposed reductions are to be accomplished per the President's provisional plan (unlimited text box).

These cuts to IELP are very concerning, devastating for IELP staff, and don't seem to make long-term sense, given that we expect international enrollment to rebound.

I realize they have been losing some SCH even before we suffered the major crash caused by the previous administration's policies, but I think this plan is premature. I think we are now seeing a backlog of applications from overseas and will be caught short in support for these students. Calling them "non-degree seeking" is also short-sighted. Many, if not most, do move to other departments to obtain degrees and thus IELP serves as a source of students for those departments. The "efficiencies" that will be shown with the merger just sounds to me like more of the attitude that fewer people can still do all the work done previously. We are bleeding PSU students of support. Before the crash, I know for a fact that students had to wait weeks sometimes to get an IELP advising appointment. This will make it worse. Saying that other programs exist elsewhere means it is more likely the students will take their degrees elsewhere. Most people like to stay where they are comfortable and have familiar surroundings and support. The plan sounds like you are fine sending them elsewhere. I thought we were trying to lure and keep more students, not send them elsewhere and be glad of it. After all the efforts PSU extended to try to get those students to apply to PSU, cutting their support when they get here seems very short-sighted and, make no mistake, the word will spread.

We believe that layoffs should be postponed until the pandemic is over and the merge with OIA/IELP is complete. There is too much in flux to cut the IELP faculty to absolute minimum levels and leave these major moves incomplete and unable to launch successfully.

Clearly, the President and his designees did not take into consideration any of the suggestions, alternatives, or feedback that the IELP faculty members, other university members, or the Faculty Senate provided during the first 30-day period. It is obvious that PSU administration does not intend to take these comments seriously or attempt in any way to employ these suggestions in the ultimate plan, which is beyond disappointing.

The President's proposed cuts to the IELP program will cause irreparable damage that will have ripple effects throughout the University. The short-sighted plan treats the current enrollment issues as though they are part of a larger trend, rather than the result of an ultra-nationalist, xenophobic presidential administration's policies. While it will definitely take time to recover, international enrollment will only increase from here on out. Cutting faculty positions and gutting a program is a disproportionate response to the problem. Numerous programs and majors around campus experience enrollment fluctuations. We don't gut those programs or fire their faculty. We create plans and give them time to boost their enrollments. Why are IELP faculty being treated differently? I teach in the UNST program, and we have partnered with IELP to provide support to our multilingual students. About 40% of the students in my FRINQ classes are multilingual. For years, IELP offered a multilingual lab section to support both international and domestic students whose first language was not English. This year, the Multilingual Lab was cut. When I met individually with my students this year, the number one academic issue they struggled with was reading and writing in English. International students were unable to travel to the US and be immersed in the English language, and they struggled in their classes. Domestic multilingual students also struggled. At a time when students needed it the most, the multilingual lab was cut. This program was invaluable. Without it, retention rates could go down. There is clearly a need for the expertise that IELP faculty provide beyond the courses they teach. As the program works to boost their enrollment, IELP faculty could be working more closely with the departments to support multilingual learners across campus. Cuts to IELP will result in cuts to majors across campus. Without adequate course offerings, international students may be reluctant to enroll at PSU, and majors with high international student enrollment (like Engineering, Economics, Business) will suffer. Please don't make short-sighted cuts. IELP faculty play a critical role at this University. They deserve better.

Still waiting to see an actual "plan". What was presented after all the many comments and suggestions concerning the IELP.....which apparently were all ignored...was simply a rehashing on the March 15th President's presentation to the Senate used as a justification to make a huge cut. So no plan...just a cut.

There is a great deal of worry among IELP faculty about the \$105 million PSU has received in federal Covid relief not reaching those it is intended to help. While some funds will go to help students, another portion should be provided to support employees affected by dropping enrollments caused by the pandemic. The funds cannot be used for rainy day fund deposits or financial reserves, but it is pouring rain on the IELP right now. Dr. Percy's justification to lay off 43% of the IELP teaching faculty is based on enrollment numbers that include the last five terms--during which we have been devastatingly impacted by Covid. Two key omissions from the president's provisional plan: 1. The Nanjing program was not mentioned. PSU has a new program with Nanjing University of Posts and Telecommunication (NJUPT) in China. PSU and the Maseeh College of Engineering and Computer Science will be bringing 240 students to PSU this September, and the IELP is slated to provide English instruction and course design. PSU expects 100-200 NJUPT students at PSU by 2023. With imminent deep cuts to our teaching roster, we will not be able to staff all the needed course sections. Will PSU hire laid off instructors as adjuncts? 2. We have a separate track of programming to support international graduate students at PSU. This was not included in the staffing needs outlined in the provisional plan. It's as if it never existed. The administration says there is a hiring freeze so they can't farm us out to other departments, but we are hearing from other departments that is not the case. In one example, there is a cluster hire underway in the School of Gender, Race, and Nations. IELP faculty fully support the need for a SGRN department and faculty needed to deliver its curriculum, but it is very concerning to us that the university will reportedly hire 7 new SGRN faculty at a cost of about \$800K per year while laying off 9 IELP faculty at a cost of about \$900k/year, claiming that retrenchment of the IELP is necessary to avoid serious distortion of the university's budget. We have ideas about how to move forward without retrenchment: Suspend layoff plans for one year. Use federal stimulus funding, or other savings realized on account of federal stimulus monies and state funding, to temporarily subsidize IELP until adequate analysis and planning is conducted and the merge with OIA can go into full effect. Incorporate IELP into the "Reimagine" framework of assessment metrics along with other academic departments. Incorporate signed agreements to provide instructional faculty for programming into the calculations for the number of IELP NTTF to retain. Redeploy the IELP talent-pool temporarily or permanently to other positions on campus that support student transition, retention, and success, especially to areas that serve multicultural, multilingual learners.

I think this was a much needed action.

I am gravely concerned about the proposed cuts to the IELP, particularly given the timing, as we are more than a year into a devastating global pandemic. The President's provisional plan notes the reductions in enrollment to IELP without considering the political context that may have contributed to this decline (i.e. the Trump administration). Even if we don't see an uptick in enrollment, IELP could provide much-needed services in other parts of our university, such as writing support for students who are learning English as an additional language (who are not always served well by the Writing Center). In addition, the cuts will be borne largely by women, who have been disproportionately harmed by job loss during the pandemic. Finally, these cuts should not be made final while we still lack budget transparency, including a clear accounting for the use of the stimulus funds the university has received. My understanding was that these funds were designed in part to offset job losses and layoffs. It would require only a small portion of these funds to save the jobs of these 9 colleagues. I would like a clear answer from the President as to why the funds cannot or will not be used to protect our colleague's jobs.

The proposed 'plan' is only a plan to cut, not to preserve any part of the talent pool in the IELP or redeploy those resources to benefit the greater university. The faculty came up with many suggestions (submitted through public comments), which were all ignored in favor of a 'departmental plan' we never saw... until May 20, 2021. This 'departmental' plan proposes boutique style programming that designs programming for specific client groups, but provides virtually NO faculty release to write curriculum for those special programs. It also elaborates how the IELP learning center will become a hub for all ESL language support on campus, will provide workshops for educators on campus, will train and manage tutors and conversation partners, and then provides NO .FTE for this position, which historically is a full time position. What was submitted TO the president from 'the department' was NOT A PLAN CREATED BY THE DEPARTMENT, but rather something proposed by personnel from OIA who know very little about the IELP's inner workings or needs. (The Director of OIA in conversations two months ago

still needed help understanding what an 'L2' speaker is.) The IELP NTTF Faculty and IELP Director were not involved in the creation of the 'departmental' plan or the hybrid budget the Administration is touting. In fact, the IELP Director reported to the faculty that she'd only been asked to provide data, but was specifically and purposely left out of all meetings and writing the proposal for the program she's been a part of for 20+ years. Would you run this process in the History department without consulting the History Department Chair? The director of OIA (IELP Director's supervisor), who took over leadership with the merge, only released the 'merge' plan last week. Before that there was no indication of what OIA was planning or how IELP positions would be absorbed by OIA. How are NTTF faculty, whose jobs hang in the balance, supposed to respond and come up with a plan with zero insight into the departmental structure moving forward until this late in the process? This whole process is a sham. Be warned PSU faculty - Article 22 is being wielded to come for your job next.

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Do not cut their budget

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1. Why did these layoffs require Article 22? Why weren't the layoffs just done under Article 18? Please explain why this required Article 22 and how this is different than what would have happened under Article 18. 2. Given the new programs and innovative thinking in the IELP now, it does not make sense for layoffs to be based on seniority. Some of the needs of students in our department - such as international graduate student support - is best done by the instructor who developed and taught in that area. Instructors are not all equally qualified for all areas. I realize there are contract issues here, but is there no way to consider expertise? 3. Is there a typo in the proposed funding model? Only students who are or who plan to enroll at PSU are covered: "6. Move forward, in concurrence with a plan advanced by IELP faculty, a hybrid model of funding and operation, one where: a. Education and General fund dollars are used to provide instruction and support for students who intend to enroll or who enroll at PSU. b. Fees and other non-state revenue (i.e., non-E&G revenue) will be used to fund instruction and support for students who intend or who are enrolled at PSU." 4. The PSU-ESL/Pathway program is crucial for encouraging international students to attend PSU. I am glad to see the plan is to provide funding to get that established and I hope you watch the administration to make sure they follow through on that promise. 5. This plan undervalues the importance of non-degree-seeking students in that once they have a positive experience at a place, they tell family and friends about it, which helps recruitment even for degree-seeking students. The family-and-friend network is crucial in ESL program recruitment.

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The provisional plan is very short-sighted. The IELP is a well established program that attracts students due to its robust programming. Eliminating teaching positions would hurt the quality of the program and would not attract as many students. Both non-degree seeking and Pathway student populations contribute greatly to the greater PSU community. Due to travel restrictions put in place by the previous administration and for COVID-19 reasons, the PSU administration should allow time for the IELP to bounce back once borders are opened and classes resume in-person in the fall 2021 term. COVID-19 related funding would be appropriate to support the IELP during this time.

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If departments can be cut or re-allocated, they should be. We need to make some difficult decisions regarding PSU in the coming years and, if PSU wants to continue bringing in students, we can't continue paying programs like IELP if they are not bringing in funds. Other departments are bearing the brunt of budget cuts because they are successful, which is not fair.

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I fully support the President's Proposed IELP/ Retrenchment Plan. It reads as a reasonable way to make necessary reductions to a program whose staffing and infrastructure investments no longer match the market opportunity. While some may lament the position of higher education in our neoliberal, market driven society and wish we could continue to resource programs with an eye towards future growth potential or service to community, the realities of our pandemic plagued world and sparse public funding streams require that we bring all of our academic offerings in line with market demand. To do otherwise would put unnecessary burden on the very students we are trying so hard to serve and elevate. As an enrollment driven institution, not adjusting the scale of underutilized programs like IELP to today's realities threatens the future success of our students in order to prop up some vision of the past that long ago expired.

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Why are those cuts necessary? We've received federal funding to avoid cuts!

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This is not retrenchment, it is a very targeted cull. Provost Jeffords is quoted to say a "condition requiring reduction or elimination of [IELP] if the President finds that institutional operations within a reduced budget, or

failure to reallocate funds, would result in a serious distortion of the academic or other essential programs and services of the University if retrenchment procedures were not implemented.” How is the layoff of 9 NTTF going to prevent the "serious distortion of the academic or other essential programs and services of the University" that has been claimed? This feels like a witch hunt.



## Q9 - Recommendations concerning the manner in which the proposed reductions are to be accomplished per the President's provisional plan (unlimited text box).

Recommendations concerning the manner in which the proposed reductions are to be accomplished per the President's provisional plan (unlimited text box).

Retain faculty and staff for at least a year after Covid dies down. If they are still in a deep hole, then changes need to be made. But this jump to cut when it seems likely our need for IELP's services will soon grow is premature. At the very least you need to retain more people/options than it sounds like you plan to do.

### NO LAYOFFS

There should be NO layoffs until the IELP/OIA merge is complete and the pandemic is over. There is no way to accurately predict how things will rebound after the pandemic is over and the merge is settled. To layoff valuable experts at this point will leave the new unit unprepared to face the new world ahead.

Use reserves to retain IELP faculty. Deploy their services to provide departmental support to multilingual students.

I'm not sure I understand this prompt....but my recommendations are that the Provost and President \*read\* some of the many, many 'innovative' ideas and offers for preventing this huge faculty cut and redeploying these valuable instructors in other areas of the University for the next year. After all there is certainly no serious financial crisis now with the stimulus dollars PSU is accepting, so it behooves us to act honorably and not cut these pandemic hit hard jobs for the next year. Unethical really to take the taxpayers money to save jobs and then promptly make cuts...of some of the lowest paid permanent faculty on campus, most of whom are women and who work directly with an all POC student population. What are the admins thinking?! Diversity matters.....save these faculty, redeploy and hold harmless this year of recovery.

We have ideas about how to move forward without retrenchment: Suspend layoff plans for one year. Use federal stimulus funding, or other savings realized on account of federal stimulus monies and state funding, to temporarily subsidize IELP until adequate analysis and planning is conducted and the merge with OIA can go into full effect. Incorporate IELP into the "Reimagine'"framework of assessment metrics along with other academic departments. Incorporate signed agreements to provide instructional faculty for programming into the calculations for the number of IELP NTTF to retain. Redeploy the IELP talent-pool temporarily or permanently to other positions on campus that support student transition, retention, and success, especially to areas that serve multicultural, multilingual learners.

It's obvious, faculty recommendations at this point are falling on deaf ears.

1. Consider instructor expertise in the order of layoffs. 2. Be clearer in commitments of support for bridge funding to get the IELP established in its new home, set up the pathway program, and get the non-degree-seeking programs established (on the grounds that non-degree-seeking students' comments also help PSU attract degree-seeking students).

Use COVID-19 related funding to allow time for the program to recover once travel is less restricted and in-person teaching resumes which is critical for ESL instruction.

The provisional plan needs to be rethought. The university has many diverse components to provide a beneficial education for students. IELP provides one type of support which enhances the ability of limited-English speakers to be successful at the university. The past year has been exceptional. We are in the midst of a global pandemic. This pandemic was at the tail end of a presidency which seemed openly hostile to foreign students. Certainly we have seen a decline during those years, but to cut 43% of the IELP program seems short-sighted and frankly foolish. Consider the tuition rates for foreign students... shouldn't we create an environment to attract these students? The provisional plan needs to go back to the drawing board.

**Q10 - Please leave your video, audio, .pdf, document, or spreadsheet comments and/or recommendations here.**

Q10\_Id - Id

| Please leave your video, audio, .pdf, document, or spreadsheet comments and/or recommendations here. - Name | Name  | Size  | Type            |
|---|---|-------|-----------------|
| IELP NTTF Comments regarding President's Provisional Plan.pdf   | IELP NTTF Comments regarding President's Provisional Plan.pdf | 53113 | application/pdf |

## IELP NTTF Counter to President's Provisional Plan

### Requests

- Suspend layoff plans for one year. Use university savings that were offset by the federal stimulus monies to subsidize IELP until adequate analysis and planning is conducted and the merger with OIA can go into full effect.
- Incorporate IELP post-merge into the 'reimagine' framework of department assessment metrics along with other academic departments.
- Reassess the ability of the newly merged unit (OGEI) to sustain full-time instruction based on numbers of international students who return to study at PSU following the COVID 19 pandemic (through a task force or panel).
- Incorporate signed agreements to provide instructional faculty for programming into the calculations for the number of IELP NTTF to retain.
- Redeploy the IELP talent-pool temporarily or permanently to support positions on campus that contribute to student transition, retention, and success, especially to areas that serve multicultural, multilingual learners. Suggestions include
  - The .33 FTE Writing Center Specialist position to provide support for ESL speakers, both domestic and international
  - Several sections of the UNST multicultural, multilingual FrinQ and SinQ labs. The precedent is .17 FTE per class for a minimum of 3 classes per term and a .33 FTE for coordination.
  - The .33 FTE WNNR (LING 115) writing class or a similar .33 FTE writing support class/ .17 FTE writing workshop already in place in the IELP that is designed to serve the needs of both domestic and international multilingual students at either the undergraduate or graduate level.
    - This couldn't happen for fall, but perhaps for winter
  - A .33 FTE release to develop synchronous or asynchronous workshops that can be used to train academic coaches, tutors and other instructional staff to support the language and academic needs of multilingual learners on campus.
- Offer stability and continuity of staffing to support the OIA/IELP merge, including the redesign and launch of IELP curricula (launching Spring 2022) and preservation of current IELP Learning Center initiatives aimed at diversifying our services to serve the greater university. (The Learning Center manager is a .5FTE internally focused position that serves the needs of students in the IELP. However, the merger also calls for the IELP to become the PSU campus hub for ESL students. This would require at least another .5FTE for 'outward facing' ESL work that was not accounted for in the staffing calculations put forth by the Administration.)

### Rationale

- Allows sufficient staffing for the NJUPT English Language support courses
  - 240 students studying remotely, Fall 2020.
  - Approximately 10-12 sections of classes will be needed in Fall, with more to exponentially grow as the partnership continues
- Allows a pilot of the 'hybrid budgeting' model in the president's plan to see results
- Allows complete, support, and prepare to roll out the redesigned IELP curriculum slated to launch in Spring 2022
- Allows for redesigned outreach, recruitment, and enrollment efforts within the new Office of Global Engagement and Innovation (OGEI) to materialize
- Creates the opportunity to revive and develop an equitable, centralized system of support for international and domestic multilingual students in the general student population at PSU which currently does not exist. Equitable language support services are needed for students from multilingual backgrounds. Thirty percent of incoming freshmen speak a language other than English at home. Recent numbers from the Graduate School show a significant increase in the number of International Graduate School applications for Fall 2021. PSU is going to need experienced faculty to support these students.
- The OIA/IELP Proposed organizational structure is very admin heavy, and does not reflect balanced ratios between administrative positions and faculty positions:
  - Pre-Merge IELP
  - NTTFs = 70%
  - Student Services = 10%
  - Admin = 20%

Looking at the post-merge org chart for the IELP-OIA, however, there is a significant shift away from instruction towards student services and especially administration.

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- Post-Merge IELP-OIA
- NTTFs = 25%
- Student Services = 25%
- Admin = 50%

April 7, 2021

I am writing as the chair of the Department of Applied Linguistics, which has had close ties to the IELP for many years, including housing the IELP within our department for several years. I also previously worked as a teacher and administrator in other intensive English language programs, and I am familiar with many of the complexities of administering them.

From the information presented to us about the number of IELP faculty, staff and students (for example, a ratio of students to faculty that is only around 2.5:1), I understand the need for adjustments in the IELP. However, the IELP makes vital contributions to the success of students in our department and in the university more generally that are not reflected purely in program enrollment numbers. The IELP is a strong program, and it is important that any adjustments allow them to continue their important work in offering language courses, support courses for regularly enrolled students, and support for services such as the writing center. In other words, I encourage you to urge the president to find a balance in adjusting staffing levels so that the important work of the IELP can continue. Below are five major considerations:

1) Intensive English language programs have historically had great swings in enrollments, depending on economic and political conditions not just in the US but around the world. For years – long before the current situation – the IELP has been hampered by a system that did not allow fast adjustments for increases or decreases. Now is the time to put in place a system that allows the IELP to respond quickly when enrollments start increasing and also to be able to weather a couple bad years when there are sudden short-term slumps. Despite the certainty with which current enrollment projections have been presented, such projections are often wrong. The IELP has to have a flexible enough set-up, and enough of a reserve fund, to adjust to changing conditions faster than typical academic departments.

2) Our department and the IELP have important collaborations that we need to continue for the strength of our Applied Linguistics programs. If the IELP were cut so severely that they could not continue these activities, our TESL Certificate and MA TESOL programs would suffer greatly: IELP instructors are mentors to TESL Certificate and MA TESOL students through class observations and practice teaching; IELP instructors have served on thesis committees; many of our Certificate and MA students do paid tutoring work in the IELP Learning Center; our students get valuable volunteer experience through the Conversation Partner program; and some of our course work incorporates the IELP, such as projects for our Language Assessment and Curriculum Design courses. Applied Linguistics faculty and IELP faculty have also collaborated on presentations and publications, many including students, too. PSU cannot continue to have strong MA TESOL and TESL Certificate programs without a strong IELP.

3) The IELP serves as a pathway for degree-seeking students who are not immediately eligible for admission to a degree program at PSU but who enroll after IELP courses. This has been an important pathway for many students in our department. These students also often pay international tuition. Going forward, such pathways need to be strengthened and institutionalized. I worked with the IELP to figure out a formal pathway so that students could

be accepted into our MA TESOL program as long as they fulfilled IELP study first – but then it turned out there was no way to handle the student visas to make that an official pathway. In any reorganizing of the IELP, the university needs to support development of official pathways, which will increase both IELP and then regular enrollment.

4) The IELP provides important support for student success in a variety of ways that is not reflected by considering the IELP enrollment alone. One crucial item for our department is support courses for graduate students. We have new graduate students who simply would not have passed their first-term courses without the IELP support course. The IELP has also worked in the PSU Writing Center to give the tutors much-needed training and support for working with multilingual writers. However the IELP is reconfigured, they need to have the capacity to continue the support courses.

5) The work that the IELP teachers do when not teaching, such as developing new curriculum and doing outreach to new students, are important investments, and I hope that IELP funding will always allow for development activities to continue. However, I think it is also important to be fair to other faculty on campus who are asked to contribute to curriculum development, assessment, and myriad other tasks without having releases from teaching (unless they can buy themselves out with grants). When the IELP was generating a large surplus, the funding of many courses releases was reasonable, but less so in current conditions if we are fair to other faculty around campus, too.

Thank you for your careful consideration of the IELP's situation. I would be happy to provide further information about the IELP's important connections to our department and our students' success if it would be useful (email: [conrads@pdx.edu](mailto:conrads@pdx.edu)).

Sincerely,  
Susan Conrad  
Chair, Department of Applied Linguistics

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## Faculty Senate Meeting: IELP Program Reduction Feedback

2 messages

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**Motutama Sipelii** <msipelii@pdx.edu>

Sat, Mar 13, 2021 at 1:49 PM

To: Michele Gamburd &lt;b5mg@pdx.edu&gt;, Richard Beyler &lt;r.beyler@pdx.edu&gt;

Cc: Susan Jeffords &lt;suje2@pdx.edu&gt;, Isabel Jaen-Portillo &lt;jaen@pdx.edu&gt;, Stephen Percy &lt;psupres@pdx.edu&gt;, Stephen Percy &lt;spercy@pdx.edu&gt;, ASPSU International Affairs Director &lt;aspsuiad@pdx.edu&gt;, ASPSU Legislative Affairs Director &lt;aspsuld@pdx.edu&gt;, Candace Avalos &lt;cavalos@pdx.edu&gt;, Michele Toppe &lt;toppem@pdx.edu&gt;, Christina Luther &lt;luther@pdx.edu&gt;

Greetings Dr. Gamburd &amp; Dr. Beyler,

I usually attend your faculty senate meetings but due to finals, I will be unable to attend this upcoming special meeting. I noticed in the meeting packet that the administration is presenting a plan to reduce the IELP program. I'm quite familiar with the program because it's one of the very few resources PSU offers to international students to help students acclimate to our institution's education system. When I was a Resident Academic Mentor for UHRL, this program was essential because I saw firsthand how the program helped international students grow both personally and academically as student learners.

I wanted to let you all know that I strongly disapprove of any major program reduction. International students already pay 3x more for their overall cost of attendance and reducing the number of limited services already offered to this student group is inequitable and unjust. Our International and Legislative Affairs Director, both cc'd above, will try to attend in my place and also share the same opinions as I have. I apologize once again that I will not be able to attend, but I hope this brief email adequately explains my opposition and concerns. I'm more than happy to meet at another time except for next week due to finals and please reach out if you have any further questions.

Kind Regards,  
-Motu**Motutama N. Sipelii** | [LINKEDIN](#)

Student Body President | ASPSU

Student Peer Mentor | BUILD EXITO

Student Health Advisory Board | SHAC

Student Advisory Board Member | SALP

Student Checkpoint Access Worker | OHSU

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Portland State University | OHSU-PSU School of Public Health

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**Michele Gamburd** <b5mg@pdx.edu>

Sat, Mar 13, 2021 at 3:43 PM

To: Motutama Sipelii &lt;msipelii@pdx.edu&gt;

Cc: Richard Beyler &lt;r.beyler@pdx.edu&gt;, Susan Jeffords &lt;suje2@pdx.edu&gt;, Isabel Jaen-Portillo &lt;jaen@pdx.edu&gt;, Stephen Percy &lt;psupres@pdx.edu&gt;, Stephen Percy &lt;spercy@pdx.edu&gt;, ASPSU International Affairs Director &lt;aspsuiad@pdx.edu&gt;, ASPSU Legislative Affairs Director &lt;aspsuld@pdx.edu&gt;, Candace Avalos &lt;cavalos@pdx.edu&gt;, Michele Toppe &lt;toppem@pdx.edu&gt;, Christina Luther &lt;luther@pdx.edu&gt;

Dear Motu,

Thank you for your feedback on potential reductions in IELP. We'll make sure that your comments are included in the material that the Faculty Senate is gathering from the community.

Best wishes for your finals,

Michele

[Quoted text hidden]

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[Michele Gamburd](#) (she, her, hers)

Professor, Anthropology Department; [Office Hours Thursday 8:45 - 9:45 AM](#)  
Anthropology Graduate Program Coordinator  
Presiding Officer 2020-2021, Portland State University [Faculty Senate](#)  
New book: [Linked Lives: Elder Care, Migration, and Kinship in Sri Lanka](#)



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**University Writing Council**  
Faculty Senate Constitutional Committee

April 29, 2021

Re: University Writing Council recommendation: Linguistic diversity—and IELP faculty expertise— should be central to PSU’s Equity and Racial Justice agenda.

Dear President Percy and Provost Jeffords:

As a Faculty Senate Constitutional Committee, the University Writing Council is responsible for making recommendations to improve writing instruction at PSU. We write today to encourage you to commit to linguistic diversity as a cornerstone of truly inclusive higher education.

The UWC stands in enthusiastic support of your Strategic Priority: Acting on Equity and Racial Justice and take seriously this opening statement:

It is time for Portland State to accelerate its effort to combat racism and advance social justice across our campus with dogged determination and long-term commitment. We will build on the work of many to engage all of PSU in this effort, applying an antiracist lens to every signal we send, every model we create, and every policy we enact.

We cannot combat racism in academic spaces without confronting how language differences, particularly in writing, have been used to exclude and oppress. Research in Composition/Rhetoric and Linguistics documents the ways in which academic standards have been used to enforce white supremacy, and it demonstrates that we will indeed need determination and innovative collaboration to change those models.

PSU has an opportunity right now to enact that commitment by leveraging the Intensive English Language Program’s expertise to foster inclusive language policies and pedagogy across the curriculum. As you consider Article 22, we urge you to remember that IELP faculty layoffs would mean letting go of the experts who directly support multilingual students *and* are best prepared to help PSU advance our antiracist goals. Below, we provide context and recommend actions that would begin this process.

### **Linguistic Diversity at PSU: Context and Issues**

Approximately 30% of first-year students at PSU report speaking a language other than English at home (New Student Survey, Fall 2020, prepared by Andrea Garrity, Cori Loper and Kylee Saunders). This number expands if we consider the diversity of Englishes among students from different cultural backgrounds. Higher education has a problematic history of assuming deficits and enforcing standardization rather than embracing the full range of linguistic resources they bring to campus. As important as supporting students, therefore, is providing mentorship to faculty and staff to promote inclusive learning environments.

We do not suggest a return to the previous IELP model, which presented many students with barriers. The IELP has traditionally been a paid program for international students who have not yet met the university's minimum English proficiency requirements. By limiting its purview to this particular group, we have left domestic students with only a patchwork support system. This system has, at times, included the following:

- IELP faculty embedded in the PSU Writing Center—where approximately 50% of students served are multilingual—to work with students and train consultants
- Course offerings like UNST 170 (the Multilingual FRINQ/SINQ Lab) and LING 457 (Writing Workshop for Multilingual Graduate Students)
- IELP Liaison to University Studies to provide training to faculty and mentors
- Workshops through the PSU Library and Graduate School

Yet, as you know, much of even this limited investment has been lost already. There is no longer an IELP consultant in the Writing Center, and the Multilingual FRINQ/SINQ Lab has not been offered since Spring 2020. The IELP Learning Center's services are only available to PSU students through payment of extra fees, which imposes an inequitable financial burden.

### **Permanent Infrastructure for Equitable Pedagogy**

The UWC asserts that linguistic diversity must be a core consideration in antiracist pedagogy across the university; that support for multilingual students should not be remedial in nature, but woven throughout the educational culture of PSU; and that an equitable university does not demand that the students assimilate to old models of academic discourse, but rather uses its faculty's talents to create a more inclusive and equitable future.

We know you share these values, and so we ask you to act in the following ways:

- 1) Return funding for IELP faculty to be on staff at the Writing Center
- 2) Return funding for IELP faculty to teach and develop UNST 170
- 3) Return funding for IELP faculty to serve as liaison to University Studies
- 4) Fund the IELP's English Lab proposal to support language learners and offer faculty development

Further, we call on PSU to invest in the IELP faculty, to value their expertise university-wide. For example, IELP faculty should be integrated into the PSU Learning Center; they should collaborate with OAI to develop robust faculty development around multilingual pedagogy; they should be consulted across campus as we all work toward linguistic justice.

We are proud that PSU is emerging from a difficult year with a renewed commitment to social justice, and we recognize the challenges of ongoing financial hardships. However, we hope that you, too, see this moment as an opportunity to make real change—by moving linguistic diversity from the margins to the heart of an accessible and inclusive campus of the future.

Thank you for your consideration,

University Writing Council

Kate Comer (Chair), Associate Professor, English Department, Director of Composition

Devon Allen, Professor, School of Music and Arts, Head of Acting Program, Resident Artist

Michelle Desilets, Assistant Professor, Education and Science Librarian

Dan DeWeese, Senior Instructor, English Department, Writing Center Director

Eowyn Ferey, Senior Instructor 2, Intensive English Language Program

Brenda Glascott, Associate Professor, Director of Honors College

Alissa Hartig, Associate Professor, Department of Applied Linguistics

Susan Kirtley, Professor, English Department, Director of Comics Studies, Associate  
Director of Composition

Annie Knepler, Assistant Professor, University Studies Writing Coordinator

Hildy Miller, Professor, English Department

Staffing needs in IELP – Comments received individually by the Presiding Officer of the Faculty Senate  
6/4/2021

[The new program with Nanjing University of Posts and Telecommunication (NJUPT) in China requires 1.0 FTE for teaching the three graduate classes + .17-.33 to coordinate it per term.

[The programming to support international graduate students at PSU] requires 1.0 FTE for teaching the three graduate classes + .17-.33 to coordinate it per term.

The Learning Center (English Lab) Manager 0.5 FTE position will need to be filled by one of the current IELP instructional faculty members to provide continuity of services currently offered to IELP students. A major tenet of the merger calls for the IELP to become the PSU campus hub for ESL students. Therefore, an additional 0.5 FTE outward-facing (serving PSU) English Lab Specialist position is needed to provide support for non-restricted ESL speakers, both domestic and international. These services include providing specialized tutoring and academic success workshops open to all multilingual students at PSU; synchronous and asynchronous professional development activities/workshops for PSU instructional faculty/staff, tutors, and academic coaches who work with ESL students; support for visiting scholars; and liaising work with other campus support units to create a cohesive and equitable student support network. The administration should consider this position, reducing the number of positions and people to be laid off in IELP by one.

The OIA/IELP merge plan details the need to staff a number of critical coordination roles to ensure the delivery of our classes and student services. Among these positions are the Curriculum Coordinator position (0.5 FTE). The IELP has six levels of classes, with a variety of skills being taught at each level. These courses are designed to be delivered sequentially. Even the slightest curricular adjustment can have a domino effect on other classes, so a position that oversees curriculum coordination is essential for continuity in our intensive language program. A large portion of the OGEI plan to develop new special programming requires support from experienced ESL educators who have experience writing curriculum, expertise held by the IELP faculty. Additionally, coordination positions for the Portland Center, the Pathway Seminars, and the Graduate Track for international graduate students will need to be preserved. Each of these essential coordination positions require 0.33-0.5 FTE per position to run these key credit-bearing programs. A faculty coordination position to support the needs of the instructional faculty is needed. As well, an Online Instructional Designer/Coordinator, has been proposed to provide pathway transition for students in preparation for their first F2F term at PSU. These positions would require 0.33-0.5 FTE each. Providing ESL sections and support for the Multilingual, Multicultural FRINQ and SINQ labs would require an additional position that combines teaching and coordination at 0.83 -1.0 FTE total. This results in an additional total of 3 flex positions needed for IELP operations. The administration should consider these positions, reducing the number of positions and people to be laid off in IELP by 3.

June 9, 2021

In response to the provisional plan submitted on May 11, as allowed under Article 22 Section 4, the IELP has requested a meeting with President Percy.

*Section 4 of Article 22 states that "members in the department assessed a budget reduction in the provisional plan, may make recommendations within the time allotted concerning the manner in which the tentative reductions are to be accomplished. Forms of budget curtailment which may be proposed and considered include, but are not limited to, voluntary leaves of absence, shared appointments, temporary salary reductions, temporary reductions in FTE, layoffs for fixed period, and indefinite layoffs.*

*If the final plan being considered by the President will result in the layoff of more members than recommended by the department, the President or designee shall meet with members of the department (or representatives thereof) for further discussion of departmental recommendations."*

Specifically, the department recommends the following:

**1) Establish a task force to conduct a full analysis of the IELP that is comprehensive, well informed, deliberative, transparent and inclusive of relevant campus stakeholders and perspectives.**

- What role should the IELP have on campus? What should the scope of its work be?
- What is the overall financial impact of the unit on the campus?
- What is the best approach for budgeting this unit?
- What kind of investment, if any, should the university make with regards to the work of this unit?

**2) Suspend IELP faculty reductions until this comprehensive analysis of the IELP is conducted.**

These recommendations align the IELP with the process that has been established for all other academic units by the Faculty Senate ad hoc committee on academic program reduction and curricular adjustments (APRCA) in conjunction with the Provost's Program Reduction Working Group and Reimagine Initiatives slated for the upcoming academic year.

In addition to the above recommendations, the department has several concerns regarding the Article 22 process that deserve consideration as part of the provisional plan process.

The experience of the IELP, OIA and other members of the campus community, in trying to understand and navigate a process that hasn't been used in 28 years has been very challenging, particularly as we are all reeling from the impact of COVID both personally and professionally.

**A) The timing and execution of the current process falls far outside acceptable employment practices**

Faculty learned, through the provisional plan submitted to Faculty Senate, that 9 positions are slated for layoffs. To date, we do not have a seniority list. This means faculty do not know who will be laid off. We also don't know when a final decision about layoffs will be made or how that information will be conveyed to the department or individual faculty.

Furthermore, while Article 22 states that the department can recommend alternatives to the provisional plan within the allotted public comment period, it is impossible to provide any kind of detailed plan when basic information is not available.

**B) The process has not been deliberative or genuinely inclusive.**

Under Article 22, the only opportunity for any kind of engagement by the campus community is through the public comment process. This is a serious process flaw. There is no requirement that the administration respond to submitted comments or engage with campus stakeholders outside the administration in any sustained meaningful way.

With regards to the first set of public comments, there is no evidence of a good faith effort by the administration to use the public comments, including the detailed information provided by the Faculty Senate, to inform the process or provisional plan.

My own role, as program director, has been limited to providing data when requested by the administration. I did not have access to the plan while it was being written nor was I included in any discussions by the administration about the plan. Thus, I had no context for how or why the information I was asked to provide was being used. I eventually withdrew from that limited role as it was evident that basic facts about the IELP were misunderstood or mischaracterized.

Because the process has not been inclusive or deliberative, there are sections of the provisional plan that are unclear or inaccurate. A comprehensive analysis via a representative task force of campus stakeholders, as recommended above, would ensure an accurate portrayal of the IELP and its campus impact.

**C) The limited scope of the provisional plan is problematic.**

First, the provisional plan does not adequately address the IELP budgeting process. The retrenchment process has been driven by an analysis of the IELP through the lens of the RCAT; however, the plan does not outline any steps towards addressing the fact that the RCAT is not set up to handle the dual nature of the IELP as both a revenue generating and revenue supporting unit. The plan states that IELP deficits total over \$6 million since 2016, but does not include any analysis of the revenue contribution of PSU students initially enrolled in the IELP. Based on my own simple analysis this amount is

\$29,941,137 (*AR Account Summary by ID - S0075*, FY 17 to 21, inclusive of all payments to PSU under Column J). The plan proposes a budget cut, but does not offer any steps towards putting the IELP on a path to financial sustainability.

Also absent is an acknowledgement of the need to determine what constitutes a realistic and sustainable enrollment target.

Second, while the OIA/IELP merge is presented as a component of the provisional plan, in fact, Article 22 has profoundly complicated the merge process. This process was launched in summer 2020 before retrenchment was proposed. Article 22 has diverted essential time and energy away from the planning process, introduced anxiety across OIA and held the merge process in limbo while we wait to understand what the final decision of retrenchment will be, seriously jeopardizing the transition of essential functions of the newly merged unit.

Finally, the provisional plan does not take into consideration the fall 2021 launch of NJUPT. The first year curriculum relies on IELP faculty to deliver a series of courses for NJUPT. The turn around time to plan the curriculum and prepare for instruction is extremely tight. The proposed faculty reduction under Article 22 impairs this process and limits the IELP's capacity to support MCECS.

In conclusion, we are proud of PSU's goal of pursuing inclusive practices that actively engage diverse perspectives through a deliberative process. We recognize that this kind of engagement leads to better outcomes for the campus community.

To that end, we welcome the opportunity to meet with you to discuss the provisional plan, our recommendations, and steps for moving forward from here.