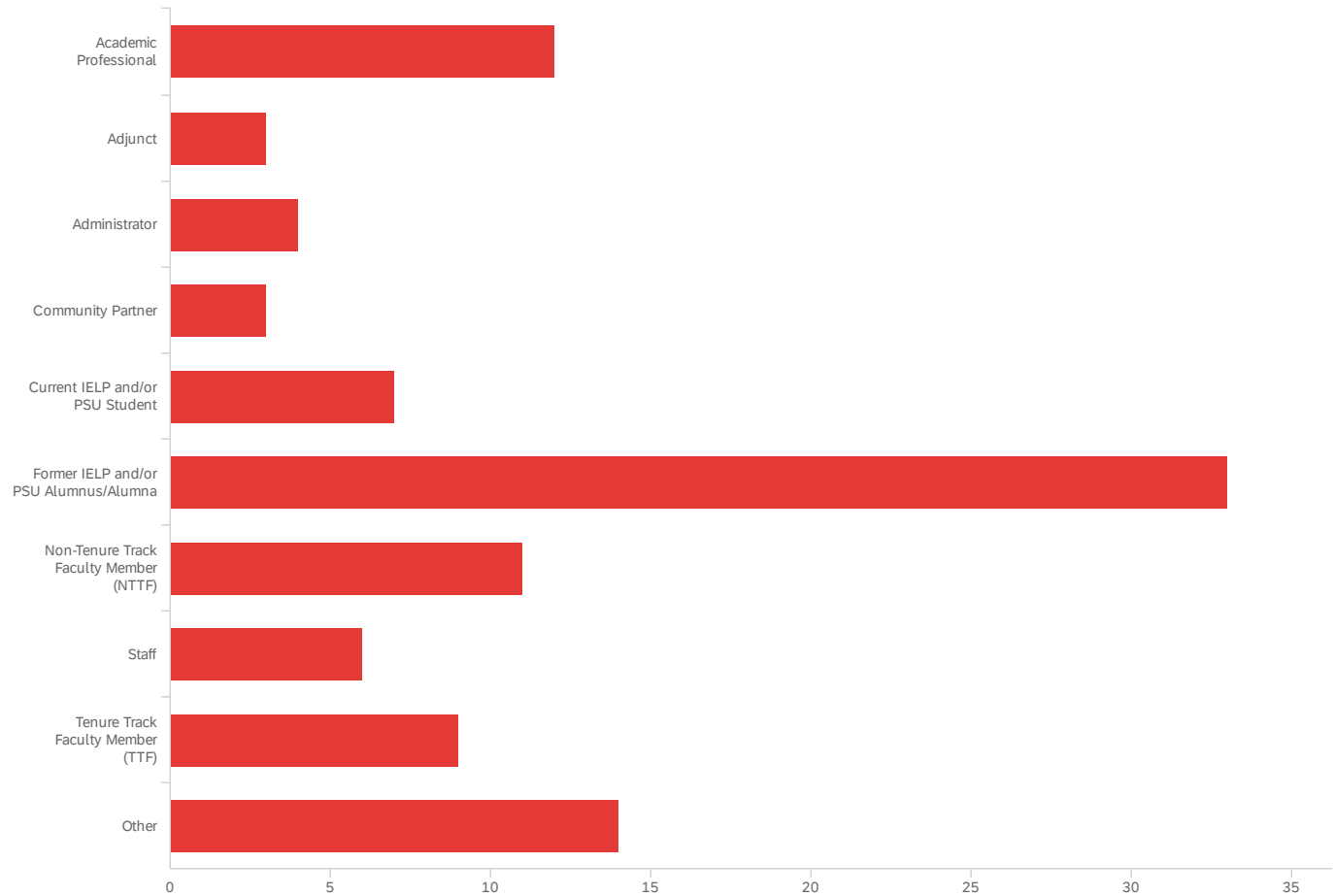


Appendix - Data

Comment Period 1: Comments and Recommendations to the Faculty Senate regarding the IELP

April 18, 2021 12:33 PM PDT

Q3 - 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	10.00	6.09	2.70	7.28	102

#	Field	Choice Count
1	Academic Professional	11.76% 12
2	Adjunct	2.94% 3
3	Administrator	3.92% 4
4	Community Partner	2.94% 3

#	Field	Choice Count
5	Current IELP and/or PSU Student	6.86% 7
6	Former IELP and/or PSU Alumnus/Alumna	32.35% 33
7	Non-Tenure Track Faculty Member (NTTF)	10.78% 11
8	Staff	5.88% 6
9	Tenure Track Faculty Member (TTF)	8.82% 9
10	Other	13.73% 14

102

Showing rows 1 - 11 of 11

Q3_10_TEXT - Other

Other

Volunteer

Past Adjunct and Alumni

a former IELP and a student employee

Emeritus professor

Former IELP instructor

research NTTF

Informal ESL volunteer

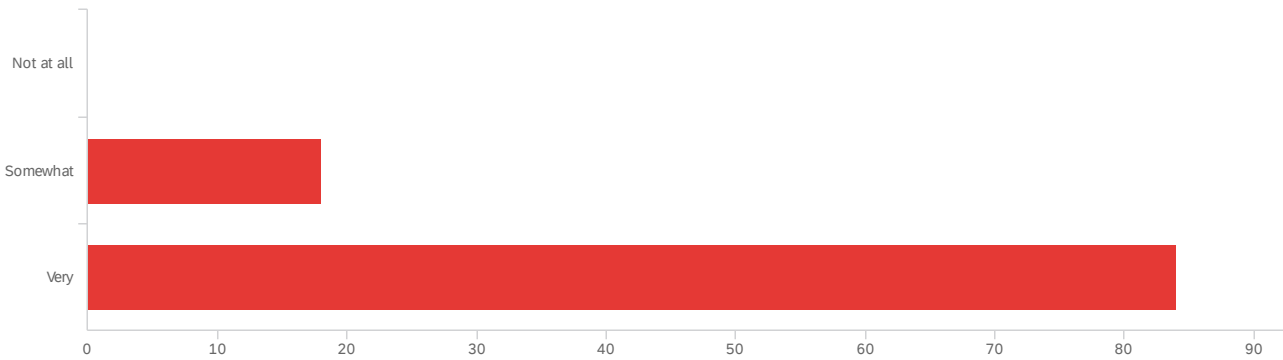
Former IELP consultant

exchange student

Former IELP instructor

Former IELP Instructor

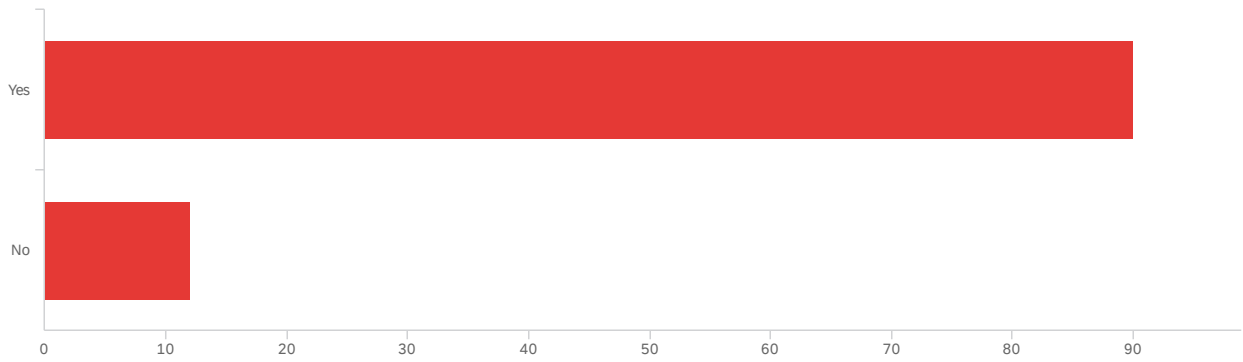
Q1 - How familiar are you with the services of the IELP? *



#	Field	Choice Count
4	Not at all	0.00% 0
5	Somewhat	17.65% 18
6	Very	82.35% 84
		102

Showing rows 1 - 4 of 4

Q4 - 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	1.12	0.32	0.10	102

#	Field	Choice Count
1	Yes	88.24% 90
2	No	11.76% 12

102

Showing rows 1 - 3 of 3

Q5 - Please share your ideas, feedback, questions, and recommendations with the APRCA Committee regarding the PSU President's budget presentation.

Please share your ideas, feedback, questions, and recommendations with the...

For several years, I had the opportunity to work with the IELP program in a number of capacities. I observed IELP lessons, assisted IELP teachers in the classroom, tutored IELP students, helped IELP instructors and administrators with special IELP programs, and took part in a number of IELP activities. I have seen how the IELP provides international students at PSU with a bridge toward full inclusion at the university. But, I have also seen how the IELP is more than a one-way bridge; the IELP serves as a homebase and a hub of activity for so many who need the targeted, inclusive, and academically, socially, and culturally empowering services offered by the IELP. Related to this, I think it is problematic to demand that the IELP move toward a model of financial self-sufficiency. To be sure, I understand that the IELP already has done a tremendous amount to increase its revenue and reduce expenditures and plans to do more. But I think it is important to remember that it doesn't make sense to look at revenue and expenditures when judging whether or not the IELP has achieved self-sufficiency (or "self-support" or is "financially sustainable") because the IELP provides services and work which do not solely or even primarily support itself: the IELP supports all departments that admit IELP students and sustains the community made up of all those who interact with anyone who has found meaning and value in their time in the IELP. I realize that every program or department can make claims of unaccounted for value and that it's much easier to count up and compare revenue vs. expenditures and even enrollment vs. expenditures than it is to try to pin numbers on those intangibles. But that's the work that needs to be done.

The IELP is a campus leader on diversity, equity, and inclusion and is poised to assist the university in new initiatives such as "Open for Fall, Open for All" if given the opportunity.

As a foreign grad student, I greatly benefited from an IELP-like center at my alma mater and thus strongly support a well-funded center where international and minority ESL students can access quality support in their academic work.

I have had a number of contacts with IELP. They have always gone above and beyond to ensure that students are provided with timely and efficient support to help determine whether services are beneficial and if so at what level.

To whom it may concern, This is Alsadiq Bin Eisa, a 2015-2016 international student at the Intensive English Language Program (IELP). I am writing to the PSU's President, Stephen Percy, about my experience as well as detailing some important facts about this program. The IELP is truly more than just a language program. I remember going to them on the first day with no language at all, feeling super stressed out and anxious as I knew no word nor anyone in person. However, they warmly welcomed me with all of the faculty and staff members and they walked me through the registration process despite not knowing a thing in the English language. That on its own was huge as we humans always get influenced by the first impression. Aside from that, they provided excellent instruction, a variety of student support services, helpful advisors, and engaging student activities to support a community of international-student learners at PSU. More importantly, we, international students, need more of this type of program as they link us with the academic mission more easily. For instance, after finishing the IELP, I had the option of continuing straight to an undergraduate Pre-medical program at the Portland State University. This is what attracts internationals the most. We don't want to be in a program where it doesn't link us to the academic university programs (ex. undergraduate and graduate programs). And the IELP is excellent at that. I think the target should be more focused on how to branch the IELP more with PSU, not to defund it. I would suggest you to reconsider decisions taken regarding the IELP future. All the best, Alsadiq Bin Eisa

I'm attaching the PSU AAUP official response to Article 22: Retrenchment proceedings for APRCA's consideration. The attached document is a complete response to these proceedings.

My greatest question for the APRCA regarding the President's Budget presentation is: why is the university considering cutting a program that is in the middle of a merger with the middle of a merger with the Office of International Affairs? This merger was initiated to address chronic barriers to a healthy IELP budget that have until now not been fully addressed by the PSU administration. The IELP has been working through this merger during the past year and is simultaneously redesigning its curriculum. In addition, I wonder how the administration's budgeting plans have taken the American Rescue Plan into account? There was no mention of the \$105 million cash injection that the university will receive, which makes admin's dire budget projections unfounded. Finally, I will say that international students are not commodities and cutting the IELP program measures them as such.

Different sources of information give different figures for General Fund revenues and expenses. Which numbers should we trust? See attached document.

Please share your ideas, feedback, questions, and recommendations with the...

The first point I'd like to raise is that there is no attention given to the cause of decline in the IELP enrollment which seems to promote the idea that it is somehow due to the quality of the IELP program, an unfortunate and inaccurate conclusion. In Alex Usher's article titled "Has President Trump Scared Away All the Foreign Students" in Education Next, one finds this relevant quote about a table presented: "Recent trends in International Student Enrollment Vary Across Countries (Figure 2) International student enrollment has increased since 2013 across five English-speaking countries [New Zealand, Australia, Canada U.K., U.S.], but the rate of growth has varied. In both the United States and New Zealand, growth flattened out after 2016." The article goes on to explain this occurrence in the U.S.: "The Trump administrations' actions...had a chilling impact on foreign student enrollment. Prior to the COVID-19 shutdown, new enrollments by international students had already fallen nearly 11 percent since the fall of 2016...Among those who declined to enroll the fall of 2019, 87percent cited denials or delays in student visas, up from just 34 percent in 2016. The same percentage of respondents, 87 percent, also said the main reason for their decreased desire to study in the U.S. is that they perceive the country to be less welcoming toward foreign students." Clearly the decline in enrollment in PSU's IELP was caused by President Trump's efforts to keep foreigners, including students, out of the country through visa delays and denials. Were it not for Trump's visa delays and denials, the IELP's tuition would certainly have continued to exceed the budgetary expenses. It is interesting that while IELP tuition exceeded budgetary expenses and the surplus money benefited PSU, the administration expressed no encouragement for the IELP to become an entirely self-supporting independent entity within PSU. And while it is most likely for international student enrollment to increase again to what they were prior to Trump now that he is out of office, the IELP is presented as a program that must learn to cinch its belt, and "model itself after the Education Abroad Program which transitioned itself to an entirely self-support program." One wonders if the IELP had endeavored to become an entirely self-support independent program when their tuition exceeded expenses and managed the profit themselves, if they would be in their current situation with no reserves. The second point I'd like to make is that it would seem important to look also at the left side of the IELP Revenue and Budget chart that shows a much more positive tuition revenue to E & G Budget relationship for AY12, AY13, AY14, and AY15, i.e. how the IELP was doing before Trump took office. Or perhaps look at the complete history of the IELP Revenue and Budget relationship from its inception to AY16 to see how well and how long the IELP has done at being not only self-supporting but also adding to PSU's income.

PSU is receiving \$105 million from the American Rescue Plan. The university's dire budget predictions are now unfounded in light of this major cash injection. We should be investing in a program like IELP which is the front door to accessing higher education for highly diverse and minoritized populations.

I write to urge President Percy to fully fund and support the faculty, staff, and programs of the Intensive English Language Program at Portland State. I am an alumni of PSU (MA TESOL, 2013) and a past instructor in the program (2013-2018). I could share hundreds of stories of the incredible students in the IELP, and how they were able to get support in the program in order to continue to study and give back to the PSU community. I could talk about how PSU has spent the last two decades touting its international student population, and how the IELP has been instrumental in international student success. I could share about the absolutely dedication and professionalism of IELP faculty, staff, and administrators in providing student support, designing curriculum, maintaining accreditation, and ensuring that its students can participate in a world-class language learning experience. Instead, I urge all the decision makers to consider all the collaborations, projects, and community-of-practice know-how that the IELP represents. Reducing the IELP means that the university will lose that know-how, institutional memory, and capacity for supporting multilingual learners, in a ripple effect that will reach throughout the university. It will go beyond the ability to attract future generations of international students. It will go beyond the ability to satisfy requirements for Fulbright programs. It will go beyond the ability of FRINQ to understand and support language learners. It will go beyond a lack of multilingual or translanguaging pedagogy in the Writing Center. The above contributions are the visible tip of the iceberg that program reduction threatens. The greater loss would be stories that we never get to hear, or of collaborations will never happen. A program reduction would cut through hundreds or thousands of connections in the community of teaching and learning at PSU, and leave the university much poorer, on net. How could PSU possibly recoup this knowledge and skill set if the university reduces the program and cuts away jobs and crucial support for our international and multilingual students? Either international student support will never recover, or it will take much more investment in material resources, time, and energy than this short-term cut represents.

Please I hope the university will contribute to keep this program and it's services. They are so vital to our students from diverse backgrounds and enrich our community and city of Portland.

To whom it may concern, This feedback is with regards to the retrenchment process for the Intensive English Language Program (IELP). It has been a great honour to be a part of the IELP Program as a student and as a staff. I was an international student from India and as you might be aware that in India our medium of communication in academics is English. Hence, when I found out that I did not meet my English language requirement by 2 points in two attempts, I was very disappointed. My very first term at PSU was in the Fall of 2013 when I was enrolled full time for the IELP courses. It was also the term when the IELP had a very high admission rate from Brazil, and the Middle East. As my transition began from taking IELP courses to my major-related university courses, I learned that I might have been speaking English since I was a kid but the value that the IELP added to my university journey was quite impressive. During my university journey, I was awarded two scholarships and twelve honorary awards. One of the key things that the program does to supports student needs is by providing a niche and a platform to learn about the American culture and adapting to the university environment that plays a huge role in university success. On the other hand, my role as a student employee gave me the opportunity to observe how over the years university's student retention declined that lead to staff reduction and budget cuts. I believe that the IELP program thrived when the retention rate was higher and it had a bigger budget, space as well as staff. Moreover, a further reduction to the IELP's budget would not only affect the program but will also affect student success. Thus, I hope that the committee comes up with a solution to address these issues that would also benefit the university.

Please share your ideas, feedback, questions, and recommendations with the...

I understand that the IELP has been facing a decrease in student enrollments. However, there are many reasons that might have applied to any other department. The reduction might be considered but definitely, the IELP should not be eliminated. It is indeed helpful and important for international students. When I was an IELP student, I have been very grateful to be taken care of not only the academic but also life in Portland. I felt a warm welcome and belong here. I could say it would be totally different if I did not go through the IELP path. I had really good advice and support while I was an IELP student, which I am returning back as a student worker.

Since last year, we have been facing a difficult situation because of the COVID-19 virus, and it affected all aspects of our lives. I immigrated last year during the pandemic and I did not have a chance to experience the in-person atmosphere of the PSU campus; however, the IELP was the place that helped me during the pandemic. Because I had a chance to improve my English knowledge and find new friends during my academic year in the IELP. The staff and teachers of the IELP did their best to provide different types such as Trivia games, Cooking nights, Volunteer activities, and Open house. Those activities allowed me to meet and find new friends during the pandemic, so I did not feel that I am alone. Because I knew there are people in the IELP who will support me if I need help. I consider the IELP plays a key role in the international students' lives because you learn about the American culture in the university and the society besides developing your English proficiency. Finally, I believe that it would be better to save the IELP instead of making it small by shortening the budget. Because the IELP helps international students like me to find their own way in the American society, and we learn how to help and care about other people which we need more these days.

I appreciate the analysis provided in the budget presentation. One potentially problematic aspect of applying this analysis to the IELP, however, is that it seems to be evaluating the IELP primarily in terms of its potential for direct revenue generation through SCH taken within the IELP rather than the revenue that it generates for other units by expanding admissions opportunities through its pathways programs. Students that are able to start their coursework in the IELP often take most of the other PSU coursework in other departments. To what extent has this contribution been factored into the budget calculations? In addition, it strikes me that the IELP's primary value is being calculated in terms of revenue generation rather than as a support service. We don't seem to evaluate services such as the Writing Center by such metrics, and I don't know if they're entirely apt for evaluating the value that the IELP provides to as a support service for currently enrolled students.

I have been working at PSU for over 20 years in the International Student and Scholars office with international student and worked for the IELP during its early years. The IELP has been a leader in English Language programs in the United States for many years and has a reputation for being one of the most comprehensive and rigorous English language programs in Oregon. I ran the student life activities for about 5 years and we were one of the first programs to really focus on serving the "whole" student which served to increase retention and make PSU a place to come and study English. In the past four years we have seen a President that created more barriers for international students to come to the U.S. which impacted numbers as well as a global pandemic that decimated our international numbers as well--BUT there is no reason to expect that international students will not return in the same or even in higher numbers as soon as the consulates and travel are more open. This is not the time to limit the scope and staff/faculty of the IELP when PSU wants to be seen as an global innovative school that already has a reputation for full-service international student programming.

education cannot simply be made by decisions in budget committee. the word of education comes from latin of *educātiō*, meaning of leading something or someone. it is similar as nelson mandela said life than benefit. education should be given even though you have lower budget. maybe someday, there would be a gift given by alumni of IELP/ PSU to support the program. If IELP does not help keeping because they had bad programs, then it would be the time to fix it, but if IELP does not help keep because of low budget, then please, do not remove. removing something is easy, but if you want to recreate the program, it is hard to do so. if you remove the program, you lose people, opportunities to recruit international students, money and reputation that you earned from IELP. please consider.

IELP has terrific teachers and staff who genuinely care about their students. I had one of the best life experiences in the U.S. because of the IELP Fulbright pre-academic program in July 2016. Thank you all in the IELP, especially Gwen H. Tuason, for the fantastic job you have done to prepare us both academically and mentally for graduate school, provide us a smooth integration with American culture, and give us the best memories. Please know that my other Fulbright fellows and I recognize your positive influence, and we value the example you impart to us. I urge the PSU leadership to please keep the IELP program and even flourish it to play a more vital role in international students' success.

Hello, I am the Lead ESL Instructor for the Portland Center at PSU and have been working in this program since the Fall of 2001. I am in a unique position because the Portland Center and the IELP have been working closely together for the past two years as our programs are merging, and we are finding ways to collaborate. During the March 15th special meeting with the faculty senate regarding the situation in the IELP, many members of the administration and guests mentioned the professionalism and quality of the IELP staff, faculty and curriculum. I know from experience that these are not empty words. The faculty and staff are highly dedicated and professional. As we all know, international student enrollment has been affected by current events, not due to any missteps by the IELP. The University benefits academically and financially from having a large number of international students. I worry that cuts will affect many of the services provided by the IELP such as the Learning Center, which my students utilize and more students across the campus would benefit from. Currently the IELP is developing a new curriculum to encourage growth. The IELP have shown their willingness to adapt their curriculum to encourage more enrollment. I worry that cuts will affect their current development. I have been impressed by their drive and creativity despite the threat of having their positions cut. They are not waiting around for bad news but are actively reinventing themselves to attract more international students. The faculty needs a chance to show what they can do.

Please share your ideas, feedback, questions, and recommendations with the...

Although the budget shows significant declines in enrollment and budget discrepancies, it is important to note the other factors that weigh into this picture. The IELP's budget includes all student support services, in contrast to most (all?) other academic units. For example, the IELP operates its own admissions, registration, advising, student life, and Learning Center. In addition, the prior federal government's policies and COVID have impacted enrollment greatly. I see this time as an opportunity rather than as a time for reduction. Both the federal government and PSU are putting money toward initiatives related to increasing student enrollment and persistence, particularly Students First and Open for Fall, Open for All. The IELP faculty are experienced (the NTTF member with the least seniority has been working here for 11 years), motivated, and innovative. The PSU President and Provost should be looking at how this expertise can better serve current initiatives. If money is being earmarked for these initiatives, don't hire from the outside for positions related to these initiatives. Don't lay off an experienced faculty, knowledgeable about PSU, who knows how to support students new to the university system and then hire from the outside. For example:

- IELP faculty have designed and implemented a First-Term Experience Course for a variety of populations (first-term ESL students; first-term graduate international students; first-term undergraduate international students). This course, in objectives and most of its content, align with the bridge and support programming goals of the Students First group. Don't reinvent the wheel! Don't hire outside! Coordinate expertise from within!
- IELP faculty have experience supporting and training other faculty and departments in their teaching/advising of multilingual students. The IELP faculty have already conducted a needs assessment of matriculated multilingual students and their professors around the needs of multilingual students in PSU classes. Create FTE for an IELP faculty to facilitate trainings and workshops for PSU faculty, the PSU Learning Center, and the PSU Writing Center. Create FTE for an IELP faculty to liaise with each and every department around their specific needs in supporting PSU's multilingual learners. Take the time to consider the budgeting priorities of PSU. Take the time to consider the expertise and tenure of the faculty you are going to lay off. Take the time to consider how this time may be an opportunity to create infrastructure on our campus that will support our multilingual learners and the faculty who teach them.

First, the IELP's merger into OIA was done to FIX the budgeting issue by separating the IELP services budget from the instructional budget. There hasn't been time for the merger to be fully articulated, let alone finalized. Wouldn't it be worth seeing how things work out with the newly formed unit before slashing and cutting based on guestimates? Second, the President's presentation on budget really seemed to be a case of having one's cake and eating it too. The administration first justified program reduction saying the recommendation had been based on falling enrollment numbers over the past 10 years, specifically NOT during the time of Covid. This point was made in order to justify the reductions this year rather than next, when the university will have established a more formal program reduction process for all units on campus. Then in the budget data provided, the administration showed the enrollment drop-off triggered by Covid, which made the situation look particularly dismal. IF the justification for program reduction is based on pre-Covid numbers, we're looking at aligning staffing needs based on approximately a 260 student enrollment (Fall 2020), not the current enrollment. The estimated staff level that would be required for this number of students based on past past staffing levels is 18 NTTF faculty. This would mean a reduction of no more than three positions.

Please do not cut any funds in IELP. So many of our students start there and need that support and the services IELP provides. In addition, I can only imagine the financial impact if we lose if students who need IELP support choose to go elsewhere because they do not have access at PSU.

In my role in the Career Center I regularly work with international students to help them get internships and entry-level careers, which is a large part of why they choose to study in the U.S. To gain valuable work experience to enhance and enrich their experience in the U.S. Time and time again students who have been a part of IELP have more confidence in their pursuits and what is available to them, but further they often get involved in IELP beyond the courses that are offered and are able to list that as valuable experience on resumes to help them get those internships and entry-level jobs. The value that IELP provides to our international students does not stop after students have completed their courses. It continues to provide allow access to a broad range of opportunities and experiences throughout an international student's time in the U.S. IELP provides confidence, a community, and from where I'm sitting, a first opportunity for our international students to get involved in the world of work.

The President's presentation focused heavily on the budget, the financial and economic reasons that informed the potential retrenchment of IELP. They did not sufficiently address the broader political climate and barriers to international students that have led to lower enrollment. They also didn't talk to the fact that this isn't a symbolic or purely financial retrenchment, but that this will undoubtedly have real impacts on employees and students.

I would kindly like to bring to your attention, the critical role played by IELP not just in the Portland community but globally. As a Fulbright alumni, I knew that a major goal of the Fulbright Program was cultural exchange to promote mutual understanding between United States and the rest of the world. I can boldly confirm that this goal was met exceedingly during the IELP period at PSU. The cultural exchange occurred between US and all our approximately 70 different countries by then and it is a life-changing experience. This rare, kind and generous opportunity that will be cherished forever, has lifted up many broken souls, built confidence in the weak and reassured everyone of us that we were capable and we could make it in life, despite our poverty, race or geographical location of origin. I would like to quote this words to express what IELP raises from the dead in our broken lives from all over the world "Kindness is choosing to acknowledge and celebrate the beauty in others, regardless of whether or not they can find it in themselves." RAKtivist. It was through IELP that I reached a state of self-discovery, learnt diplomacy and saw US in a new perspective; saw it as a place of pure love and kindness. I believe this moment when the world and US in particular is experiencing many hatred attacks, it is a right moment for PSU to extend this love and kindness to the world and multiracial communities through IELP. I strongly and kindly request the Honourable President to revisit the plan to reduce IELP capacity as one of possible solutions to reduce the University costs given a constrained budget. I still believe there can be other ways to go around this problem but not reduction of the IELP.

Please share your ideas, feedback, questions, and recommendations with the...

Regarding the budget: the argument I would make about IELP and the PSU budget is one I would make with any unit on campus. A university is an institution for inquiry and learning. That costs money. Departments should not be asked to exist on funds raised from students. That model works reasonably well for commodities like food. Faculty are not selling and students should not be buying. But to discuss the matter in terms that the PSU administration is using I would say that IELP is an investment in the future. The program brought it lots of money to the university in the past and has the potential to do that in the future if it is not destroyed through budget cutting.

see attachment

The budgeting presentation was short-sighted and reflects so many constrictions related to the Trump administration's work. Cutting the program now would mean we would surely want to re-instate it in the future, which would be tremendously expensive, not to mention deeply insulting to all the communities with students in the program.

In my role at Portland State, I work closely with the IELP to support international sponsored students and the sponsoring organizations. A sponsored student is a student who has a scholarship from their home government or a foreign corporation. This type of student makes up a significant portion of the IELP enrollment. Not only do I support students directly, but I also work with the sponsors to build and maintain the partner relationships as well track the recruitment and enrollment projections for this group of students. The majority of sponsored students are from Saudi Arabia and Kuwait followed by smaller numbers from a number of other Gulf countries. In the President's budget presentation, they discussed the decline in the IELP enrollment starting 10 years ago. However, that time frame includes the IELP's peak enrollment in 2014 which was when sponsored student enrollment was at its highest level. While the enrollment in the IELP has declined, it has not been for the last 10 years, but rather for the last 5 years. While that is still a decline, I think that it is important to be clear about the actual time frame. When we compare the enrollment decline in the IELP to general enrollment issues in IEPs (Intensive English Programs) across the US, the IELP follows the same decline. However, what is not highlighted is the fact that even though our IELP was on the decline, we still had more students than most other IEP programs nationally. As an example, in Fall 2019 when universities across the US were already struggling to keep their IEPs open due to low enrollment from sponsored students, we had 100 Saudi students alone enrolled in the IELP preparing to study at PSU or move on to graduate programs. Even throughout Covid, we have been able to outpace the enrollment numbers compared to highly ranked institutions in the US. An example of this comparison is Pennsylvania State University whose IEP enrollment is hovering around 20 students throughout Covid while our IELP is maintaining a strong enrollment of more than 50 students. I use Penn State as an example because sponsoring organizations place a high emphasis on choosing universities that are ranked in the top 100. While Penn State has this ranking, Portland State is outpacing their IEP enrollment by 100%. Covid in particular has really impacted sponsored student enrollment in the IELP. The Saudi government decided to stop scholarships for students who were in ESL programs if those programs moved to remote learning. Last winter 2020, the IELP had 118 students enrolled from Saudi Arabia. As the university moved to remote learning and students returned to Saudi to weather out the Covid storm, those students' scholarships were put on hold and they began withdrawing from the IELP. We currently only have 14 students enrolled from Saudi Arabia in the IELP. However this is temporary! Portland State is still beloved by our sponsored students and sponsoring organizations. They are preparing to return when in-person teaching begins in the fall term. Moving through retrenchment now based on enrollments impacted by covid is not wise. We will not be prepared for the students who will likely be returning to us in the Fall 21 and Winter 22 terms. We are already seeing an exponential increase in undergraduate applications from Saudi Arabia and Kuwait for the summer and fall terms. Historically these students need at least 2 - 3 terms in the IELP before moving into their academic programs. If we reduce the program now, how will we provide the ESL support and academic preparation for these students. While other universities are struggling to bring new sponsored student programs, our IELP is competitive in gaining new programs due to our long history as a fully-accredited strong academic program that more than adequately prepares students for university work. If we reduce the IELP now, how we will maintain our competitive edge in order to bring in new programs and students. As an international educator with 17+ years of experience and who has weathered a variety of political, global health, and economic crises throughout my career, this feels like one more of those dips. While the PSU administration stated that some are estimating 5 years before we are able to regain international enrollments in the US, I don't think it will take that long. As the PIE News reported on March 24, 2021, the US is still a highly sought after country even for families in China who are still being shut out due a political dispute. Applications and interest from sponsors in the Middle East is maintaining and growing for this coming academic year. These factors are projecting a faster regain in enrollment than 5 years. We want to position ourselves to make sure we are ready to receive the students who want the innovative and inclusive education which we can provide at PSU. Instead of reducing the IELP during this time of low enrollment, I urge APCRA and the PSU administration to be more creative in how this program can help the entire campus. IELP faculty and staff are highly skilled educators who work with multilingual and multicultural students on a daily basis. Let's think about the general PSU student population and how these specially trained educators can help to uplift our US multilingual students to have the best academic experience at PSU. Let's consider the IELP not as a program who supports international students, but supports ALL PSU students. International students are not only the PSU students who can benefit from the academic preparation that the IELP can provide. (article referenced from the PIE News: <https://thepienews.com/news/chinese-families-continue-to-embrace-a-us-education-as-top-choice/>)

As of now, I do not think that the dire warnings of immanent financial chaos are true. I feel like this decision has been in discussion for a long-time and people are using the pandemic to justify cuts they already made in their heads. I believe this cut (like many that have been banded about recently), are very short-sighted.

Please share your ideas, feedback, questions, and recommendations with the...

PSU Faculty Senate: Thank you for accepting stakeholder comments on the issue of potential budget cuts for the Intensive English Language Program. I think it would be a mistake to decrease the program's funding, and I think I have experience that gives me special insight into the specific damage that could result from cuts. Not only am I a former PSU program manager and IELP tutor, but also before completing PSU's MA TESOL program, I focused my thesis research on former IELP students and their readiness for regular PSU courses. My full thesis is linked below for anyone interested in additional information or referencing it directly. https://pdxscholar.library.pdx.edu/open_access_etds/2512/ My thesis was a partial program evaluation of the IELP that triangulated stakeholder perspectives, including those of IELP alumni at PSU. I'd like to pull a few quotes from my thesis that the faculty senate may find relevant to the issue at hand: "Overall, respondents praised the [IELP] with regard to how it prepares international students for mainstream classes." and... "What I perhaps found most striking as I sifted through the data and spoke with participants was the intensity of emotions that students experience--according to both the students themselves and the other stakeholder groups. Though the results indicate that yes, former IELP students are sufficiently prepared to handle the IELP's curricular objectives and generally ready for the university, there was still a lot of discussion of anxiety and tears cried during the transition to PSU classes, as well as losses of confidence, and even feelings of worthlessness. I think that any additional improvements to the program or the university that would serve the international students, who are thousands of miles from home, have the potential to prevent or mitigate some of the troubling emotions that they seem to regularly encounter." Among the conclusions in my research was that the university could benefit from providing more support to international students and those who teach and support them both at the IELP and at the university. There were recommendations for the creation of new IELP bridge courses and additional IELP courses that regular university students who are IELP alumni could take. Perhaps now would be a good time to further explore those options and build them out so that the university comes out the other end of this pandemic better equipped to support international students when they return and thus more competitive than ever with other universities. I fear what a move in the other direction could mean for these students. While international student numbers have of course been down, I believe they will return. According to a fall 2020 US News & World Report article: "Experts are optimistic that international students will surge into the U.S. when the pandemic draws to a close. The great thing about the United States in higher education is we have such a breadth and depth of institutions, and so we have the capacity to respond to that surge," Koliha says." <https://www.usnews.com/education/best-colleges/articles/annual-study-international-student-numbers-in-us-drop> In terms of the pandemic, we can see the light at the end of the tunnel. The vaccines are rolling out. If PSU plans to remain the most diverse university in Oregon, it has to plan further into the future and be ready for that influx of international students. The PSU website discusses the university's commitment to global diversity and inclusion at length, stating among other sentiments that, "Diversity, equity, and inclusion is not only a value and a mission of Portland State University, it is the essential framework of who we are and what we do as an institution and community." Furthermore, "Student Support and Programs" are listed as the first of the four pillars of that commitment (<https://www.pdx.edu/diversity/>). I am very proud of my former association with the university, and I think of PSU as a place that acts in accordance with its stated priorities -- I've long had the faith that those are not just words on the page that look good, but that they serve as a guide when difficult decisions like this one need to be made. Thank you for your time and consideration!

Dear Faculty Senators, I studied at IELP in Fall 2008 until spring 2009. It is the greatest school to learn English and meet the academic requirements. I had a scholarship from the Libyan government to study a master degree in computer science. When I left Libya, I had poor English. However, my English skills improved very much and met the academic requirement to study my master degree in computer science. The education system at IELP is perfectly designed for all international students from different backgrounds all over the world. The elective classes helped me a lot to overcome all of my weaknesses. I gained too much knowledge about an American culture from the university life class that I attended in the first term. Also, I learned a lot about the business world through elective business class that I attended in my third term. I will always be grateful for IELP and All teachers there. The teachers were very helpful and kind to all of the students. They used all the learning techniques to help all the students to understand and improve their English skills. Also, they were able to explain all the materials despite the differences of each student background. To sum up, IELP is very important for all international students coming to the USA. Sincerely, Ahmed Farag
drahmedfarag1981@gmail.com 00218916434294

I know it is not the right time but I think lowering the tuition fees, especially for non-sponsored students, would a good reason to let the new students think about PSU as their future school.

Dear Faculty Senate Committee, I write my comment of support to the IELP program as a former student (2015 Alumna). The IELP program was integral to my success as an international Fulbright student. The program's faculty was beyond professional, supportive and helpful. Its big hearted president Gwen Heller went above and beyond in caring for her students and to offer any possible support and resources available. I am definite that if I didn't start my journey in the US -a completely foreign country back then- without the cultural and academic preparation and guidance that I have received from the IELP program, that my experience would have been very different! Also my chances of succeeding in my master studies after. This program made me feel welcomed, respected and most importantly prepared! for the US adventure ahead! I think it will be very sad to remove this great opportunity from current or future students of the IELP, and not allow them to enjoy and benefit from what the program can offer. PS: I attach a photo of my Fulbright group in the program- Myself being the one at the very right. I share my contact info, and remain at your disposal if more information is needed: Khawla Alazabi currently Visual Designer at United Nations Climate Change, Bonn, Germany +491746152197
kalazabi@unfccc.int

Can we really 'afford' to lose the IELP when there is no student support system for ESL/L2 students OUTSIDE of the IELP at PSU? Look at the depth of talent the university is prepared to waste in order to meet 'metrics' in a flawed budget model ...(see attachment)

Please share your ideas, feedback, questions, and recommendations with the...

IELP has served international students at PSU in by providing a service not found elsewhere on campus. Many of these students stay on to earn their degree from PSU. And many IELP alumni have gone on to serve their country or our country in highly impactful ways. Providing this service to students while they are at PSU is cost saving for many of them while adding to the diversity of our student body. In a time when equity and diversity are being discussed on all levels and within all factions of life, it is important to see that the IELP program is a program that delivers equity to international student who choose to study in the US.

It was both surprising and sad to hear David Maddox talking points regarding revenue supporters in OAA compare/"pit" IELP against the Library. This occurs around minute 50 in the presentation. We had been promised repeatedly by Provost Jeffords this is exactly what would not happen, that departments, schools, units would not be judged against one another. It is very concerning to be told something will not happen and then for that exact thing to be used as an example of why cuts would need to be made to one program or another. It does not bode well for the overall outcomes of this process. Secondly, in a meeting with the current OAI AVP, Michelle Giovannozzi, she mentioned OAI's interest in exploring programs offering courses with no credits, developing different off-ramp scaffolding ideas for programs and it does not appear how any of this work or development by a department or program will be evaluated in the current budget matrix. It as though the budget matrix applies to looking back at how we did things prior to COVID-19/remote learning and does not accommodate the forward thinking & development needed for looking forward. If these are the metrics to be used for program evaluation, we're only going to mire ourselves in outdated modes of educational delivery because that's what we can "measure". We're still too focused on quantitative analysis of our educational provision and need to find/engage better ways of assessing the qualitative attributes that make any degree plan successful. Who better to offer classes that are not for credit than the IELP professionals? All in all, my confidence with these processes declines each and every time I hear more details about them. IELP has served this campus well & these educators seem like the exact folks needed for bridge classes to be offered this summer and going forward for the next three years. It is too bad, most of them are likely to be laid off & then probably recruited back as adjuncts.

As a consultant working for Japan connection. I heard many Japanese students are planning to come to PSU next fiscal year. And I know IELP is working so hard to develop and maintain the relationship with students from other countries as well. I am sure reducing the employee working time means cut the direct line to the countries. They are talented and cannot be replaced.

See attached document.

APRCA committee, My name is Zach Jones, and I am a PSU alum from the MA TESOL program (class of 2018). I experienced firsthand the power of international education through my work in the IELP program. As a tutor in the Learning Center, I had the opportunity to work one-on-one with international students seeking to gain entrance to PSU and achieve their educational goals. Additionally, my experience was not just related to academic support. The IELP provided a host of student support services, cultural-enrichment activities, and support for students through the PSU pipeline to matriculation. And through my exposure to these opportunities as a student staff member, I am a better educator for it. Through its 56-year history at PSU, the IELP has served numerous students and enriched the lives of countless individuals through its wide reaching scope. For example, through its razor-sharp focus on diversity, equity, and inclusion, I am now able to translate those experiences into my work as an educator serving TRIO students at Oregon Tech. And as a second example, I have seen time and time again the power of the IELP as a retention tool for international students going through the rigorous pipeline to matriculate to PSU. The IELP is instrumental in this. I would not be where I am today without the IELP, and their support of international students at PSU. In closing, I implore you to consider the value of the IELP to the PSU and PDX communities. Without the important services they provide to our international students and the larger PSU and PDX communities, I do believe that we will all be poorer for it. I encourage you to please continue supporting the IELP for many years to come. Zach Jones (PSU class of 2018 graduate) Program Director Tech Opportunities Program (TRIO-SSS) Oregon Tech

I am a Fulbright student who came to PSU to get 6 weeks of IELP training. After completing the 6 weeks in 2016, I would say my life has changed 360 degrees in the following way: 1- IELP helped me to exchange and share wonderful experiences with great and professional staff as well as with great people coming from different cultures and backgrounds. 2- IELP was a profound step to understand how to navigate in my master's degree and to increase my professional levels. 3- Finally, the 6 weeks; however the shortness of the period was, the significant impact I had from this amazing academic and professional station.

Please keep this amazing place open for international students. There are different ways to keep this please running such as offering other short programs in IELP with the same staff where students can use the certificates to teach English in a non English speaking countries. Also, there might be some financial investments that can cover the expenses.

I worked in the IELP for over 7 years, both as an instructor and as Academic Director. During my time in the IELP, I found it to be a vital program for the university at large. The basic intensive English academic preparation program has a strong track record due to the years of experience of those who teach/administrate the program, as well as the strong teaching techniques and resources, such as the Learning Center. In addition, the program and its resources have directly supported other departments and programs throughout the university in serving both matriculated students and faculty members who are ESL speakers. Rather than diminishing the program, it would benefit the university to think in terms of how to enlarge the vision for how the outstanding resources available in the IELP will more broadly serve the departments of the university in their support of international education. Finally, the IELP is well-positioned to expand the scope of online ESL education to globally reach many more students in competitive ways. It is difficult to build back strong units like the IELP once they have been dismantled. I strongly urge the university to reconsider any decrease in the important IELP program. Regardless of the pandemic, the future of higher education is increasingly international and the IELP is a critical resource for the university to compete in the immediate and long-term future.

Please share your ideas, feedback, questions, and recommendations with the...

The budget when i was a student in 2009 was meeting the efforts that the IELP giving to the international students to help improve their English

Please find another solution than drastically cutting the IELP! It is really one of the jewels of PSU and once cut, would be not be able to serve the university as well when the global economy rebounds and international students return to PSU. The IELP has earned a stellar word-of-mouth reputation from its alumni--many family members and friends of IELP alumni come to the IELP. Furthermore, the IELP is more than just a language program. The instructors provide excellent instruction, a variety of student support services, helpful advisors, and engaging student activities to support a community of international-student learners at PSU

I hope that President Persy would continue to invest in the IELP because this program is very attractive to international students soon after the COVID-19 pandemic subsides. This program is crucial to help international students prepare to engage and understand American life and culture.

My name is Adrián Márquez. I am now a Ph.D. student at Stony Brook University, NY. My experience at PSU and the IELP program during the summer of 2016 was fantastic and tremendously helpful to continue my academic career in the U.S. and beyond. It was fundamental not only to improve my English skills but also incredibly encouraging at a personal level. The IELP program and PSU provide Fulbrighters with an unforgettable cosmopolitan experience to make friends and do the first networking. Professors and assistants of the IELP program are first-class people, kind, open-minded, academic competent. I hope it can continue as always.

To whom it may concern, Hello, my name is Yoosung (Aiden) Chung. I attended IELP program in fall 2017 and began my undergraduate studies from fall 2018 in Portland State University. After completing the IELP program, I took UNST 170 (Multilingual FRINQ Lab) throughout my freshmen year, which was taught by Eowyn Ferey, one of the IELP instructors. Taking UNST 170 has been a tremendous help for me in adjusting to regular college classes and ultimately led me to succeed in academics. I remember being overwhelmed in the first term of my freshmen year because of the regular classes were taught in such a fast pace with other American students who were already accustomed to the United States' education curriculum. I had trouble in writing papers, having prompt discussions, and giving presentations in class, which are common difficulties that most international students go through. The UNST 170 instructor helped the class to go over regular class assignments with detailed advises. Moreover, we were able to have abound opportunity to practice discussion and presentation skills during classes. I strongly believe that the support of UNST 170 class helped me to receive 4.0 GPA for my freshmen year, and now 3.97 GPA for my junior year. I would not have been able to make this academic success without taking UNST 170 and other IELP classes. As a student who received a tremendous support from UNST 170 class, I sincerely plead to reconsider the budget adjustment for the sake of future international students and their academic successes in Portland State University.

I strongly suggest that IELP need to remain in the Portland State University because they provide fantastic service to all international students on improving their English. At the same time, IELP is a bridge connection for international students and local residents. By maintaining, it creates mutual respect and friendship between each other. This will create a globalized environment in a peaceful way.

I understand that this is a very difficult time, including the budget situation. However, IELP provides a very important service to the University and I would urge you to support this program as much as possible. In the past, their enrollments have been very high (when they were high for similar programs in the country) and they brought in A LOT of money. I understand that some cuts to the program may be needed given the current very low enrollment, but I hope that such cuts can be minimal. I would expect the enrollment to go up very soon, once the travel restrictions are eased and more international students can come to the US. English is a World Language and students will continue needing support to study it as a second language. I know that the IELP have been very proactive in creating new courses to reach a variety of student populations. The pandemic does not make things easy for them, but once "things pick up again" for everyone, I know that the IELP instructors will find ways to get back to a variety of programs in full swing. The IELP is a site where many of our Applied Linguistics students receive mentorship and practical experiences in teaching English as a Second Language. I have conducted several research projects and published with various IELP instructors, which adds visibility to the research that PSU does. Perhaps most importantly, the IELP provides tremendous support to international students and scholars through their services (needs-specific course offerings, advising, tutoring, workshops). I would urge you to keep as much of the IELP faculty as possible, with the understanding that perhaps some cuts would be needed. It would be a long-term investment to keep the IELP program around because I am very sure that we will be back to having lots of international students again very soon on our campus.

I have worked with the IELP staff and department for more than 10+ years. I see the services as IELP as invaluable for the retention of students I have worked with from the multilingual FRINQ writing support to the academic writing classes for my students whose English is not their first language. The retention of these students ensures that we can continue to meet the objectives of our federal grants.

I have studied in UNST 170, which is taught by IELP faculty. I think this class was valuable for me because it helped me adapt to the American academic environment. So due to the importance for the international students, I think IELP's budget should not be reduced.

I think PSU could promote the IELP program to a larger audience all over the world, not to only focus on government funding or exchange programs. It can build connection with many programs in other American universities as well, providing the pathway English/culture study. It can also connect to business or tourism such as wine region promotion programs. Content-based instruction might be helpful to this kind of joint programs.

Please share your ideas, feedback, questions, and recommendations with the...

The IELP program was a great segue into university life. In spite of the sudden drop in international students following the pandemic, the IELP still expects a huge demand once international travel resumes.

IELP helps to build a bridge for English language learners to access PSU. This is an important resource in supporting mainly our international student population.

Hello President, I heard that the PSU administration consider eliminating the faculty in the IELP program, so I would like to share my own perspective with you on this. I've been in the program for almost a year, and my words are not enough to express my feelings about the program and faculty. This program embraced me when I was beginner in English and new in Portland, which is why I think the program is essential for every international students at PSU. This program and the faculty gave me the confidence and at the same time was a family for all the international students there. From my own perspective, I think the majority of international students who want to join PSU would not miss any chance to study there because I think there is no substitute of this wonderful program. My language has improved substantially from this program, not only this I also learned how to write academically. I assure that everyone who has joined the program gained the knowledge and experience to be a good student like other native English speakers in the US. I think this program is one of the most important programs at PSU because I don't regret the money I spent there when I was a student at IELP for a year. Also, The faculty are amazing. They were for me teachers, friends, and parents at the program. I miss them all, and I cannot imagine that you eliminate the program so I won't see them again.

Dear Faculty Senate, I write this letter to voice strong opposition towards the article 22 reduction process in the IELP as outlined in presentations on March 15th. With regard to the budget presentation, it should be emphasized that the international market WILL in fact rebound and the IELP will thrive again financially and generate enough revenue to support itself in a few years. It is a given based on historical trends. In the meantime, PSU should continue to support the IELP and the students it brings to Portland State. Choosing to reduce the program at this point in time would be a grave error that the university will have to deal with in the future. Thank you for your careful consideration in this matter. Sincerely, Della Abrahams

The IELP Program has been very useful to my Freshman Inquiry students. Several who did not feel confident with their English skills took the FRINQ classes for such students and benefited from them a great deal, and many more did their service work, which is required, with IELP and made really strong connections with the students. It was wonderful for my students (this was before co-vid, of course) to have a very meaningful service option on campus, and they very much enjoyed helping the IELP students feel more at home at PSU and more confident with their English skills and to better understand U.S. culture. Most of my students who volunteered with IELP are from immigrant families themselves, so they were ideal ambassadors and spoke very highly of the program staff and participants.

Q6 - Please share your ideas, feedback, questions, and recommendations with the

APRCA Committee regarding the IELP presentation.

Please share your ideas, feedback, questions, and recommendations with the...

For several years, I had the opportunity to work with the IELP program in a number of capacities. I observed IELP lessons, assisted IELP teachers in the classroom, tutored IELP students, helped IELP instructors and administrators with special IELP programs, and took part in a number of IELP activities. I have seen how the IELP provides international students at PSU with a bridge toward full inclusion at the university. But, I have also seen how the IELP is more than a one-way bridge; the IELP serves as a homebase and a hub of activity for so many who need the targeted, inclusive, and academically, socially, and culturally empowering services offered by the IELP. Related to this, I think it is problematic to demand that the IELP move toward a model of financial self-sufficiency. To be sure, I understand that the IELP already has done a tremendous amount to increase its revenue and reduce expenditures and plans to do more. But I think it is important to remember that it doesn't make sense to look at revenue and expenditures when judging whether or not the IELP has achieved self-sufficiency (or "self-support" or is "financially sustainable") because the IELP provides services and work which do not solely or even primarily support itself: the IELP supports all departments that admit IELP students and sustains the community made up of all those who interact with anyone who has found meaning and value in their time in the IELP. I realize that every program or department can make claims of unaccounted for value and that it's much easier to count up and compare revenue vs. expenditures and even enrollment vs. expenditures than it is to try to pin numbers on those intangibles. But that's the work that needs to be done.

Having worked with many students who have come through the IELP program and seeing the positive impact it has on students, I strongly believe it is a vital program that needs to continue. If diversity and social justice are a top priority at PSU then how can we justify cutting a program that directly impacts the access for our non-white students? Doesn't add up for me.

I feel that the IELP serves as a pipeline for degree-seeking students who would not be able to enroll at PSU if they did not have access to the pathway. These degree-seeking students generate revenue for the university beyond the revenue they generate when they are in the IELP. Personally, if there is no IELP I do not think I am here

On behalf of the Cultural Resource Centers (Pan-African Commons; La Casa Latina Student Center; Multicultural Student Center; Pacific Islander, Asian, Asian American Student Center; Native American Student and Community Center Student Programs and the Middle Eastern North African South Asian Student Center) at PSU, we would like to express our support for IELP. The international community is a vital partner in our work. Annually, hundreds of students whose English is not their primary language or who are members of the IELP community pass through our doors, participate in our programs and support our efforts through our social media presence Their presence on campus is vital to our mission. We host a number of programs in partnership with international students and staff who serve them. These events are well attended and highly anticipated every year. International student leaders are members of our leadership team, providing global perspectives and approach all of our students have come to expect as part of their co-curricular learning experience. What would Multicultural Graduation be without the presence of our international community? International students also provide much-needed mentoring, community building, and guidance for our domestic students from immigrant and refugee backgrounds, many of which struggle to find support as they traverse higher education. While we know we will still have some international students who benefit from our events programs, and activities, the loss of IELP will mean that fewer students and those staff who serve them will deteriorate that which we have worked so hard to build: a diverse global community of learners from all walks of life who are dedicated to bettering themselves and their communities through the sharing of languages, cultures, and experiences. There is something absolutely exhilarating and beautiful when you walk into one of our 6 cultural centers and hear languages other than English, both international and indigenous/aboriginal. To lose this would be a heartbreak. Both because it points to our shortsightedness as an educational institution as well as an inability to recognize what students actually need and want from their education.

The IELP is very important for international students like me. I would not be able to apply for PhD program without support from IELP. In my opinion, I think that the budget for the IELP should not be reduced because the IELP provide a lot of services for students including tutoring, conversation partner, English workshop, other activity outside the classroom which require sufficient budget to run all of these activities. I would love to see other international students have a chance to access the great resources from the IELP as me. Thank you.

IELP is a crucial part of PSU's program and contributes greatly to our diversity and inclusion goals at the university. Cutting this program would be a clear signal that PSU values profit over it's values; it would be yet another signal to international students that perhaps this is not a place that welcomes them. This long-standing program with extremely qualified faculty ensures that students are prepared to start their higher education journey. In my time as an academic advisor, I have worked with students who have come from the IELP program and have referred students to the IELP programs. In both circumstances, students have thrived from the support they have received in IELP. As we enter into a new stage of higher education, they are also poised to assist in our "open for Fall, open for all" program. Cutting this program would be an extreme detriment to PSU.

Please share your ideas, feedback, questions, and recommendations with the...

I have worked closely with the IELP for close to 10 years. The IELP plays an essential role in supporting our students, and I feel we have an ongoing need for their expertise. Surveys given to first-year students in University Studies consistently indicate that around 30% of our students speak a language other than English in their home. While many of our multilingual resident students feel confident in their English language skills, many also recognize a need for further support. The IELP's asset-based approach, which recognizes how much our multilingual students bring to PSU, has the potential to play an even greater role in student success across the institution. I also want to note how impressed I have been by the IELP faculty, and by the department as a whole. I have had the pleasure of attending IELP faculty meetings and participating in departmental committees. The IELP faculty's ability to work together toward collective goals is impressive, and I have no doubt that the IELP can reconfigure itself to meet the current needs of the institution. I recognize that there has been a significant drop in the number of international students. However, as the presentation suggested, there are also reasons to believe that these numbers will increase significantly in the coming years. If or when the numbers do increase, the expertise and commitment of our current IELP faculty members will allow PSU to welcome and fully support these students.

The IELP was more than a language program for me. It not only provided me with ample practice of English and learning strategies but also helped me as an international student to navigate the U.S. higher education system with confidence and the necessary skills to succeed in my program. It was a great experience for me, and I am glad I had the opportunity to learn from the excellent and caring professors and my classmates who had different cultural backgrounds.

Wonderful and insightful. This program has been a joy and great support for many students throughout the years.

To whom it may concern, This feedback is with regards to the retrenchment process for the Intensive English Language Program (IELP). It has been a great honour to be a part of the IELP Program as a student and as a staff. I was an international student from India and as you might be aware that in India our medium of communication in academics is English. Hence, when I found out that I did not meet my English language requirement by 2 points in two attempts, I was very disappointed. My very first term at PSU was in the Fall of 2013 when I was enrolled full time for the IELP courses. It was also the term when the IELP had a very high admission rate from Brazil, and the Middle East. As my transition began from taking IELP courses to my major-related university courses, I learned that I might have been speaking English since I was a kid but the value that the IELP added to my university journey was quite impressive. During my university journey, I was awarded two scholarships and twelve honorary awards. One of the key things that the program does to support student needs is by providing a niche and a platform to learn about the American culture and adapting to the university environment that plays a huge role in university success. On the other hand, my role as a student employee gave me the opportunity to observe how over the years university's student retention declined that lead to staff reduction and budget cuts. I believe that the IELP program thrived when the retention rate was higher and it had a bigger budget, space as well as staff. Moreover, a further reduction to the IELP's budget would not only affect the program but will also affect student success. Thus, I hope that the committee comes up with a solution to address these issues that would also benefit the university.

The IELP is more than just a language program. They showed me the city of Portland, helped me set up my life here smoothly, prepared me well for grad school, and even gave me a chance to help other international students. I had been using all resources and facilities they provided to improve my English skills. Also, they have been providing those essential resources even during the pandemic that is pretty changing for students. The IELP teachers and staff do understand international students and their cultures which makes them feel more comfortable and supportive. They connect us as international students to each other, learn new cultures and American culture which make life here easier and happier. I have many international friends because of the program. Without friends and family, I would be a different person going through graduate school alone. The IELP is my first home here in the US. I would be heartbroken if there is no more IELP.

When I came to United State, my English level was not enough to study in Portland State University. I spent almost 2 years in IELP program preparing for academic learning skills. I also worked as IELP Learning Center Assistant and helped students from different country, so I am very familiar with IELP. IELP is a great program for leaning not only second language and academic learning skills, but also understanding people whose have a different cultural background. I met great people from different countries in IELP and understanding our differences that help developing my culture awareness. I could not be succeed in Portland State University and in my carrier as a nurse without IELP program. I hope student will continue study in IELP and success in their carrier.

Since last year, we have been facing a difficult situation because of the COVID-19 virus, and it affected all aspects of our lives. I immigrated last year during the pandemic and I did not have a chance to experience the in-person atmosphere of the PSU campus; however, the IELP was the place that helped me during the pandemic. Because I had a chance to improve my English knowledge and find new friends during my academic year in the IELP. The staff and teachers of the IELP did their best to provide different types such as Trivia games, Cooking nights, Volunteer activities, and Open house. Those activities allowed me to meet and find new friends during the pandemic, so I did not feel that I am alone. Because I knew there are people in the IELP who will support me if I need help. I consider the IELP plays a key role in the international students' lives because you learn about the American culture in the university and the society besides developing your English proficiency. Finally, I believe that it would be better to save the IELP instead of making it small by shortening the budget. Because the IELP helps international students like me to find their own way in the American society, and we learn how to help and care about other people which we need more these days.

Please share your ideas, feedback, questions, and recommendations with the...

As the IELP highlights in their self-appraisal document, they have been an underutilized resource on campus for supporting domestic students whose primary language may not be English. While the IELP has been seen primarily as a resource for international students, it also has great potential for supporting the academic success of all multilingual students, whether they come from within the United States or from abroad. Considering the IELP's value primarily in terms of its work with international students ignores the large proportion of our immigrant students who would also benefit from their expertise. Rather than shrinking the IELP, we need to think about how we can better draw on them as a resource for supporting the success of all multilingual students across campus, regardless of their current citizenship status.

Even though there are few students in IELP, still some people desire to study English in Portland. This opportunity is very important part of our life. I actually am a great time there! I could learn not only English but also culture and kindness from This IELP program. Please don't take away this opportunity from students who want to study at IELP. We can't miss this moment.

The IELP is key to continued growth in international student recruitment and retention with its pathway programs, connection to MCECS, SBA and other departments that are counting on international student recruitment this next year to make up for lower numbers of community college and UG students expected. We have an opportunity to recruit graduate students from across the world to increase our underrepresented populations, enrich our classrooms, and build a global alumni base to support future PSU initiatives and recruit the next wave of international students. The ability for the IELP to continue to be a leader in supporting and training faculty in best practices in service English Language Learners is so important as I often work with faculty who are having difficulty knowing how to create a welcoming and supportive environment in their classrooms for international and ELL students. I agree with all of the points that were made in the presentation and contend that it would be very short-sighted and fiscally irresponsible for PSU to gut this program when there is only a growth potential this next year that has the ability to multiply in the future for global recruitment, outreach, international student retention through the pathway programs, and intercultural and multilinguistic training and support for PSU staff and faculty.

The IELP has been an integral part of PSU for many decades. Not only does it provide thorough ESL instructions for non-degree seeking students who only come to learn English but it also serves as a pipeline for degree-seeking students who would not be able to enroll at PSU if they did not have access to the pathway. These degree-seeking students generate revenue for the university beyond the revenue they generate when they are in the IELP. The stellar IELP reputation is in part due to the in-depth program that allows students to access classes at every level and provides much needed hands-on for students who need help navigating life in the U.S. Making the significant proposed cuts to the IELP would have a very negative impact on the program's ability to meet demand and would be very short-sided. The IELP is a leader in diversity, equity and inclusion and supports the PSU mission statement by supporting diverse voices on campus which is especially crucial right now.

I have been involved in teaching English to speakers of other languages since 1975 and worked directly with intensive English programs at four universities from 1979, when I first entered graduate school, until 2018, when I retired from the Department of Applied Linguistics at PSU. Across these forty years, intensive English programs have served waves of international students from different countries at various times—Iran, Libya, Venezuela, Korea, China, Brazil, Kuwait, Qatar, and Saudi Arabia—as well as refugees from Poland, Vietnam, and Latin America, among others. These students have enriched campus life—many went on to become students at the various universities where I studied or taught (and some became American citizens)—and the campus coffers. Indeed, I repeatedly saw university administrations treat intensive English programs as geese that laid golden eggs until, of course, because of some political, political, or social crisis abroad or here, the eggs stopped, and the administrators quickly moved to reduce or get rid of the program. (In short, there had been no acknowledgement of or preparation for the fact that years of fat would surely at some time be followed by years of lean.) Such moves proved shortsighted because those making decisions failed to appreciate the role the intensive English programs play in recruiting new international students, preparing them for success, supporting them throughout their time on campus as degree-seeking students, and serving many departments and administrative offices by offering their expertise. The presence of these international students on campus enriches the intellectual life of everyone and of the greater community, but their presence would be impossible without programs to give them the necessary training in academic English and the preparation to participate in American academic culture that such intensive English programs provide. With regard to the program at PSU, it is worth noting that Fariborz Maseeh is a product of the university's intensive English program. Across its history, PSU's Intensive English Language Program has served the institution in all the ways mentioned above. It has also supported campus internationalization efforts by assisting various colleges seeking to create cooperative programs of various kinds, whether 2+2 programs or non-degree programs that brought international students and scholar here for shorter periods of time. As former chair of Applied Linguistics, I can certainly attest to the multiple ways that the IELP has supported our work, whether in terms of serving on culminating experience committees, supervising practica for our students, and providing opportunities for students to do classroom observations. Such collaborations have provided invaluable to our students. A former undergrad from Libya who returned home was able to use her extensive experience in IELP's conversation partners program to help her get a position with a Norwegian NGO working with sub-Saharan refugees there, and those experiences have helped her get into a competitive graduate program back in the US. IELP, like intensive English programs generally, has improved the quality of campus life and the many individuals it has touched—here in Portland and scattered around the globe. It has been and remains a key instance of the way that Portland State lets knowledge serve locally, regionally, and internationally. "Retrenching" at this point will not only mean a current loss, but it will also set up the costly future need to rebuild a human and institutional infrastructure that might have been retained.

IELP is about giving students an opportunity to learn English and a door to take regular classes at PSU. If President Percy consists of his motto as dreamers, please understand there are more international students who have dreams, sometimes, more than Americans as people call the U.S., the land of dream which is truthfully honorable nickname.

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I know a number of my former colleagues have already explained the myriad reasons for continuing the IELP at the current level of service and keeping the faculty at the present size, so I would just like to state that I am in absolute agreement with them. You would be hard-pressed to find a program better tailored to prepare international students for study at PSU or faculty who are as good at teaching and as hardworking as that of the IELP.

Dear Faculty Senate, In my role as an academic adviser, I have been working with the IELP for many years. Advising units across campus have a long history of collaborating with the IELP in implementing a smooth transition every term for the IELP students who are ready to start regular academic coursework at PSU. Advisers have worked closely with the IELP to assist and support these students throughout their time at PSU. Many of our international students and international alumni have started at the IELP. The IELP does an amazing job of not only teaching international students the high level English skills they will need at the college level in order to be successful, but also in teaching and acclimating them to U.S. culture and the U.S. academic culture and norms. Our colleagues in the IELP are highly knowledgeable, dedicated, and seasoned professionals. They have served our university above and beyond. It is because of their hard work and tireless efforts, that so many IELP students go on to complete their undergraduate and graduate degrees at PSU. The IELP is a key international student recruiting tool as well, as so many students, even those who possess the correct TOEFL scores, still struggle and need additional support to be successful. The IELP is the place that makes this happen and they do it exceptionally well. To lose the IELP is to lose a jewel of a well functioning and essential unit that furthers the university's stated goals of diversification and internationalization of the campus. To lose the IELP would be a huge loss for our campus community and would adversely affect the numbers of international students on our campus. We rely on the IELP more than most people know, and our international student population and recruitment would suffer a serious blow. I urge the administration to reconsider any cuts to this unit, and to instead look elsewhere, where it does not impact our international student population and our dedicated and longtime PSU IELP professionals.

IELP gave me a lot of opportunities to improve my English skills. Especially tutoring was one of the most important things for me. Because I used a tutor a lot and my English skills got better. That's why I'm thankful to be a part of IELP. Also, they have many great teachers. They are so helpful.

IELP has terrific teachers and staff who genuinely care about their students. I had one of the best life experiences in the U.S. because of the IELP Fulbright pre-academic program in July 2016. Thank you all in the IELP, especially Gwen H. Tuason, for the fantastic job you have done to prepare us both academically and mentally for graduate school, provide us a smooth integration with American culture, and give us the best memories. Please know that my other Fulbright fellows and I recognize your positive influence, and we value the example you impart to us. I urge the PSU leadership to please keep the IELP program and even flourish it to play a more vital role in international students' success.

I took classes at the IELP before I completed my master's degree at PSU and I am now a Ph.D. candidate at Georgetown University. The IELP means the world to me! It is not a program. It is a family of caring teachers and staff who care about the students' future and invest so much in supporting students' goals. Up until this moment, my former teachers at the IELP are still there for me and I continue to feel home whenever I talk to them. Please support the IELP in any way cause it is truly more than a program.

The presentation made by the IELP faculty at the March 15th meeting was compelling and highlighted the work, expertise, and university-aligned initiatives that the IELP engages in. I believe this presentation highlights the importance of looking at the big picture and not just the numbers. As this committee well knows, there are metrics being developed to better measure the impact and value of the programs at PSU, and PSU would be well served by looking at the IELP from a wider lens. The IELP is a 50+ year old program that continues to attract students even now, as evidenced by the fact that out of 73 Intensive English Programs who responded to a survey conducted by University and College Intensive English Programs (UCIEP) during the pandemic, the IELP was one of only four IEPs nationwide with more than 50 students. Although some cuts may be necessary, it is important not to decimate this program and that the program retain enough NTTF to effectively conduct the current business of the program and innovate the future business of the program, particularly with an eye toward increasing and serving a robust international student population. If NTTF are replaced with adjuncts, that decimates the program further, as adjuncts do not have the same level of experience with the program or PSU. It also brings a lack of continuity and a lack of investment, as adjuncts often split their time between institutions and are never sure if they will be hired back, particularly in ESL. If PSU retains a significant number of NTTF in the IELP, there is opportunity for maintaining our current programming. This programming attracts students, as we know, but importantly, it also sets students up for success. Data shows that PSU international students who have taken IELP classes are often more successful than direct-to-degree international students (as measured by items such as persistence, GPA, student conduct reporting, etc.). The IELP faculty don't only serve the IELP; they serve the entire university. Let them continue to do so and involve them in campus entities and initiatives that could benefit from their expertise: PSU Writing Center, PSU Learning Center, Office of GDI, International Admissions, Faculty development, and first-year experiences.

The IELP presentation was clear and convincing in the wealth of services and care that IELP brings to our campus. They are a very valuable resource to PSU. Retrenchment processes involving cuts to current positions would be disrespectful to campus staff members who have worked here for decades, and it would be a disservice to our students.

If the university wants to have an international presence on campus, it needs the IELP as a place where learners of English can learn about Portland State as an institution they may want to attend for a post-secondary degree. The international student community and departments are also in need of the IELP for language and cultural support. When international students are ready to start returning to the US, we need a well-regarded and experienced unit like our IELP to ensure that prospective international students see Portland State as a viable institution for them. Lastly, IELP has been under-utilized as a place where the rest of PSU can learn about a diverse range of languages, ethnicities, and cultures.

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see attachment

This work is essential to the ongoing functioning, growth, and leadership PSU has shown. With all the rhetoric about being an inclusive community with intentions to be as broadly supportive as possible, it is simply unfathomable to imagine to how we might proceed without the functions IELP provides.

While I do not have a problem decreasing our reliance on international tuition, I feel that IELP has skills and experience that can be used to support a more equitable, diverse, and welcoming student community while building the supports that so many students need to be successful in higher education. I would love to see PSU do outreach to our most disadvantaged and marginalized communities that could benefit from the folks at IELP. For example, other colleges have programs that do outreach to migrant workers and their families, immigrant/refugee communities, formerly incarcerated folks, people who never completed high-school etc. All of these groups may need support that is above and beyond what our already overworked colleagues can do. IELP provides students support and the potential to succeed.

The Intensive English Language Program at PSU provides more than a set of high-quality, well-regarded English courses. Not only do they provide an excellent English language learning experience, they also support undergraduate and graduate students in the department of Applied Linguistics. The IELP at PSU is well-regarded nationally and internationally, helping to support PSU's strong reputation around the world. As an intensive English language program, the IELP provides excellent English instruction, a variety of student support services, helpful advisors, and engaging student activities to support a community of international-student learners at PSU. The program also provides many opportunities for undergraduate Teaching English as a Second Language (TESL) Certificate and graduate students in the MA Teaching English to Speakers of Other Languages (TESOL). Applied Linguistics students learn by observing excellent instruction in the IELP, by participating in the conversation partner program, by tutoring IELP students, and by working with IELP faculty in practicum-type experiences. IELP faculty are also role models as they participate in our professional organizations at local, national, and international levels. In all of these roles, the IELP faculty demonstrate their expertise as language education professionals. In addition to classroom-based roles, the IELP faculty also strengthen both the IELP and Applied Linguistics program by collaborating on projects like creating assessments and specialized curriculum. I urge the university to find ways to keep our irreplaceable IELP colleagues because of their value to the university and to be prepared for the time when we once again have a robust international student population.

Dear Faculty Senators, I studied at IELP in Fall 2008 until spring 2009. It is the greatest school to learn English and meet the academic requirements. I had a scholarship from the Libyan government to study a master degree in computer science. When I left Libya, I had poor English. However, my English skills improved very much and met the academic requirement to study my master degree in computer science. The education system at IELP is perfectly designed for all international students from different backgrounds all over the world. The elective classes helped me a lot to overcome all of my weaknesses. I gained too much knowledge about an American culture from the university life class that I attended in the first term. Also, I learned a lot about the business world through elective business class that I attended in my third term. I will always be grateful for IELP and All teachers there. The teachers were very helpful and kind to all of the students. They used all the learning techniques to help all the students to understand and improve their English skills. Also, they were able to explain all the materials despite the differences of each student background. To sum up, IELP is very important for all international students coming to the USA. Sincerely, Ahmed Farag
drahmedfarag1981@gmail.com 00218916434294

Based on my own experience as a former IELP student, the IELP team is doing very well and taking great care of International students. They not only teaching them English and preparing them for academic life, but they providing all kinds of care and support for them. They help students make friends from different countries, engage in study groups, teaching them how to settle in a new place and country, in some cases they helped students find the right home and buy all the necessities such as furniture and groceries. In addition, things I witnessed myself, there were some students who had a car accident and admitted to the hospital and the IELP team was one of the first responders for those students once they got notified and they provided them with constant support in everything from medical things, to police investigations and Insurance to academic assistance until they got recovered. I would say the IELP team is not just an English language school but it is a new home and family for International students. What they are offering and doing for the students is away from students' expectations. The existence of the IELP is very important for international students and also a lot of native students are taking the advantage of the IELP and learning about other cultures and getting connected with International students. Some of them just volunteers for helping the international students practicing English while others using the IELP to complete their program's requirements.

Dear Faculty Senate, I have worked in the ESL area in Oregon, formally, for ten years and on a need-basis for a few more years. As I see the depth of involvement of IELP at PSU and the huge success rate, not to mention the outsized income for the University per student, it seems tragic to even consider dropping IELP from the school's class options--even despite the low numbers, which seem very irrelevant. Please reconsider the removal of IELP from PSU. I believe it is a decision you will be hugely rewarded by, in many ways. Respectfully and sincerely, Bill Goddard Oregon

As a community member, I have loved meeting IELP students who come to PSU from all over the world. And to improve their English, the students want to meet community members! Many of these friendships have continued, even through a PhD. A brother and sister from Libya have become members of our family. And who would have ever dreamt I could meet so many from Saudi Arabia. Thank you IELP! Thank you Julie, Gwen, Julia, Linnea, Phoebe, Susan, Naoko, Kristi, Ella, Betty, Jamie, and the rest!

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IELP is much valuable to PSU, while other community colleges are cutting down their ESL program. Foreign students come to Portland to pursue higher education, but not all of them are good at communicating in English. They will need ESL programs to improve their English ability, and IELP will be the best one for foreign students. Students might go on other ESL programs due to lower tuition rates or the schedule of curriculum, and they will need to drive miles away to attend class. At this point, IELP is the nearest one to PSU. So, rather than retrenchment on IELP, I believe certain proper adjustments on IELP could be better. I went to IELP in 2015 and 2016, and I learned many skills in English communication like how to do presentations in English. I use these skills in my work now and I am benefited from what I learned in IELP. -Charlie

Dear President Percy, I am Gwen Heller Tuason, and I joined the PSU community 18 years ago. I am a PSU alumna, former graduate research assistant, adjunct instructor in International Special Programs, and a NTTF in the IELP since 2006. My early years teaching in the IELP were heady times. Our program had exploded with unprecedented enrollment. I cheerfully worked 50, 60, sometimes 70 hour-weeks, making bold statements like "I would do this job for free, I love it so much!" Life was good, but it was also precarious. Never knowing if and how much work I would have from term to term, year to year, I was forced to keep an eye out for other work. When the IELP offered me a multi-year contract, I felt I could finally breathe. This is not my story alone. My IELP colleagues have also dedicated decades of their lives to public higher education while navigating the constant uncertainties and threats to our program, some external--like Covid and Trump policies and some internal--like third-party service providers like Shorelight and Article 22 retrenchment. I am one voice in the collective body of our 56-year old program which includes NTTFs, academic professionals, adjunct instructors, teacher trainers, student workers, volunteers, community partners, and of course, thousands of students and alumni, of whom some have sent their own children to study with us. All of us are more than statistics and numbers. We are human beings. I won't go through all of the ways that PSU relies on the IELP for academic support, but I will say that the IELP has many collaborations on the PSU campus. Each one of these is inherent to PSU's desire for greater efforts at diversity, equity, and inclusion. We work closely with the Department of Applied Linguistics, University Studies, the PSU Writing Center, the PSU Diversity Action Council, the Graduate School, and the Maseeh College of Engineering and Computer Science. Did you know that it's namesake, Dr. Fariborz Maseeh, was a student in the IELP before beginning his bachelor's degree at PSU? I would like to also point out the Pathways Program, which is PSU's only pipeline for international students who have not yet met English proficiency requirements. PSU depends on the IELP to prepare both undergraduate and graduate students for matriculation into their primary path of study. Completion of the Pathways Program satisfies PSU's English proficiency requirement. Nearly 500 students since 2017 have participated in the program with a completion rate of nearly 85%. We are nothing if not responsive to the needs of the university. Thus, in response to the Trump administration's July 2020 rule that international students must take at least one in-person or hybrid course, the IELP stepped up to offer three hybrid courses for new international undergraduate and graduate students. Our ability to quickly expand our services has enabled students who have already met their language requirement to also meet this immigration requirement to enter the U.S. A total of 52 students are currently registered for these courses. Here is a short article about how these new courses came to be: <https://www.pdx.edu/news/here-or-there-psu> We love what we do. We are good at what we do. Despite not having university perks like professional headshots, business cards (until five years ago), or our own course prefix, or tenure. We don't ask for much. We have already had 19 positions eliminated since 2016. We aren't complaining. We just want to continue to do what we do best: foster culturally responsive education across campus and raise the diversity profile of PSU through internationalization. Thus, we call on the PSU administration to support the continued health and integrity of the IELP. Significant cuts to the IELP undermines PSU's ability to support diversity, equity, and inclusion. In the PSU Budget Forum Town Hall, you said Job One of your Presidential Strategic Priorities is "Acting on Equity and Racial Justice." You also said that the University plans to review how its programs exhibit "a fidelity to PSU's values and priorities." I can tell you that the IELP does this day in and day out. DEI is the very essence of what we do in working with international students on the PSU campus and ushering many of them directly into the PSU pipeline both at the undergraduate and graduate level. We are leading our own efforts to remain competitive by currently merging with the Office of International Affairs (OIA) and redesigning our course offerings. You ended the February Budget Forum by saying "We will get through this together and emerge stronger." However, with the specter of Article 22 retrenchment looming, the IELP is being crippled in its efforts to complete these important initiatives. With funding arriving from the American Rescue Plan and a projected Oregon tax refund kicker in 2022, why should PSU move forward at this particular moment to compromise one of its key assets, the IELP, which lives and breathes diversity, equity, and inclusion on a daily basis? Here's the thing we want you to know: we can help! It doesn't make sense for my colleagues and I to join the employment lines while PSU is gearing up new enrollment initiatives--Open for Fall Open for All --for incoming freshmen and transfer students, a good many of whom are multilingual and are going to need support services that the IELP can provide, namely helping students quickly develop academic language and communication skills AND promoting diversity, equity, and inclusion. These are things my colleagues can do now. Today. On this one-year anniversary of Covid, I am certain the IELP is ready and willing to welcome the return of our international students who DO want to come back--I know they are out there. I would bank the IELP's international reputation on that. Thank you for your time and consideration. Sincerely, Gwen Heller Tuason

It has been more than 15 years since I have taken ESL classes at the PSU's IELP. I was an international student from Japan to Portland State University and stated back in 2004. Without IELP's existence, I do not think I was able to be so successful completing undergraduate and masters degrees at Portland State University. PSU has a high reputation in diverse and inclusive campus, and I felt very comfortable to study at Portland State. This is one of the reasons why I have not left PSU. I am now an Academic Professional who work at the Center for Public Service for more than 10 years. I know PSU and many higher education entities are having difficulty financially during this challenging time; however, without IELP's continuous support and efforts, PSU will not be able to be competitive after COVID in this globalized time. In order for PSU to thrive and be the champion of diversity, equity, and inclusion efforts, we should do our best to keep IELP as much as possible and think other ways for us to move forward and find innovative ways to survive. IELP nurtured me, and I have been very successful sharing my cultural and diverse knowledge with my colleagues and students at Portland State. And, I believe I have been able to provide positive impact to our campus and community. I hope we can continuously support each other during this difficult time to combat the challenge and survive without scarifying our longstanding IELP's contributions.

I felt the IELP presentation addressed the importance of this program. Concepts were presented that should be considered thoroughly.

Please share your ideas, feedback, questions, and recommendations with the...

As Director of International Special Programs of OIA, I have worked often and closely with IELP since 1992. The IELP has been an indispensable partner over the years and has enabled our programs to be successful and generate meaningful revenue for PSU. In addition, the IELP has enabled our unit to employ many PSU students in operating our programs and exposing them to exceptional international experiences right here on campus and in Portland. I sincerely hope that the "new" IELP be constructed to continue the high level of professional education and operations that the grater PSU community deserves and needs.

The IELP outlined all the various ways they've served the campus and provided needed classes/instruction where departments & programs are not able to do so. Hopefully, some of this messaging came through to administration that they're proposing to cut vital parts of the organization that will devalue the Portland State educational experience for many. It seems like instead of cutting this program, they should be looking at ways to expand the offerings to a broader group of students.

IELP has a long history as a leader in diversity, equity and inclusion. IELP has provided excellent support to students and excellent form of instruction as well. IELP worked very hard to build an inclusive international community as well. IELP serves as prelude to teaching students to fulfill the requirements to get admission at PSU this helps generate income for the university. IELP has earned a 10 year independent accreditation from CEA. IELP was valuable to me because it built a first impression of American education system and its diversity, introduced me to the hard work of its teachers. their accommodating attitude towards students needs who come from different background, and above all creating a welcoming environment. After Studying at the IELP I realized the challenges I'll face, learned about the American education system and its intricacies and the how to master American English and its different aspects, what skills would be required to publish and present your work etc. IELP classes were on time and full of knowledge and learning I would recommend IELP to others because it is a great fun and learning experience. IELP prepared me how to start my graduate degree and what to expect from it. I would request the administration not to cut off the program as I believe it is beneficial for the students and for PSU as well.

See attached document.

IELP staff and courses were the major sources to get to know what ABC of the academic system in the USA, especially for international students who never have been to the USA before.

It is amazing

I was a student IELP and id like to say that I really appreciate the teachers and the facilities that they did their best to help me and some many other foreign students to improve their English language

I

IELP was valuable to me because it helped me to succeed in my academic studies/research and to grow human connections. My instructors at the IELP were incredibly helpful, patient, skillful, and knowledgeable about what they do/teach. I'd recommend and have recommended the program to many friends of mine.

I went to the IELP program last year. I also went to another English schools. The IELP is much better than any English school that I have ever had. I think the IELP should be untouchable because it was the best experience I ever had.

To whom it may concern, Hello, my name is Yoosung (Aiden) Chung. I attended IELP program in fall 2017 and began my undergraduate studies from fall 2018 in Portland State University. After completing the IELP program, I took UNST 170 (Multilingual FRINQ Lab) throughout my freshmen year, which was taught by Eowyn Ferey, one of the IELP instructors. Taking UNST 170 has been a tremendous help for me in adjusting to regular college classes and ultimately led me to succeed in academics. I remember being overwhelmed in the first term of my freshmen year because of the regular classes were taught in such a fast pace with other American students who were already accustomed to the United States' education curriculum. I had trouble in writing papers, having prompt discussions, and giving presentations in class, which are common difficulties that most international students go through. The UNST 170 instructor helped the class to go over regular class assignments with detailed advises. Moreover, we were able to have abound opportunity to practice discussion and presentation skills during classes. I strongly believe that the support of UNST 170 class helped me to receive 4.0 GPA for my freshmen year, and now 3.97 GPA for my junior year. I would not have been able to make this academic success without taking UNST 170 and other IELP classes. As a student who received a tremendous support from UNST 170 class, I sincerely plead to reconsider the budget adjustment for the sake of future international students and their academic successes in Portland State University.

IELP was one of the main reasons I stayed at PSU to get my Masters and Ph.D. degrees. The education quality and the friendly environment that IELP provided connected me to PSU and Portland. IELP is your gate to the World, please do not close it. Hisham Benotman Assistant Professor of Practice, Purdue University, West Lafayette.

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As a former Instructor, Senior Instructor, and Administrator in the IELP, I wish to voice my strong support for staff and program of studies in the IELP. In the fifteen years I worked in that program I saw firsthand its immense value to international students in preparing them for further studies in the U.S., not only in acquiring English language skills but also social and study skills that prepared them well for their academic careers. I hope that during this difficult time, the IELP continues to receive the support it needs to continue this work.

The IELP is more than just a language program. They provide excellent instruction, a variety of student support services, helpful advisors, and engaging student activities to support a community of international-student learners at PSU.

PSU faculty must support fully to the IELP faculty in terms of finance and the IELP vision.

Several years ago as part of a group of faculty and staff who saw the need for a pipeline for immigrant and refugee students in the community, we felt that IELP could be that bridge. Is IELP part of the conversation for "Open for Fall, Open for All"? They already have the faculty and infrastructure in place to support those who may have writing needs.

After studying in UNST 170, which is taught by IELP faculty, I got a lot of help from the instructor. I think UNST 170 has provided opportunities for me to achieve my goals. And I believe IELP has made a huge impact on the other international students as well who have studied in IELP.

The IELP program is very helpful for my master's degree study in PSU. It not only improved my academic English level, but also made me adapt to my new life in PSU, in Portland and become familiar with the learning method, which is beneficial to my later degree study. However, content-based instruction might be helpful to improve the interests from those students in various majors because they are more goal-oriented. How to make them feel that learning in the IELP is more helpful than passing TOEFL and IELTS tests with a higher score is important and worth curricular designer to consider.

I was lucky enough to work with the IELP staff as the Learning Centre Assistant after completing the program. Not only did it give me the opportunity to work alongside the best staff, but most importantly, it gave me many good memories throughout my 4 years' university life.

I'd like to emphasize how crucial the IELP is in the functioning of the university, and also how important the program is and has been for us in LING. When I first came to PSU, IELP was part of our department. However, even since they've been organizationally separate, we have had a close working relationship with the IELP. Many of our students have been IELP students themselves and have worked or volunteered with the IELP. Many of the IELP faculty hold an MA TESOL from our department, and IELP instructors have regularly served on MA TESOL student thesis and presentation committees. We as LING faculty continue to collaborate, including presenting and publishing, with IELP faculty. We share a deep interest in and commitment to teaching L2 (second language) speakers of English and celebrating and cultivating the diversity of PSU's community. I strongly encourage you to support the IELP in continuing to do their much-needed work as our nation recovers from the pandemic and the harms of the previous administration with respect to international student access to higher education in the United States. I hope that you will consider the matter very carefully, taking into account all the non-monetary aspects of the IELP's value to the university community. The IELP has a 56-year history at PSU as a leader in diversity, equity and inclusion. The IELP has earned a stellar word-of-mouth reputation from its alumni--many family members and friends of IELP alumni come to the IELP. The IELP is more than just a language program. They provide excellent instruction, a variety of student support services, helpful advisors, and engaging student activities to support a community of international-student learners at PSU. From admission to matriculation, the IELP makes the students journey sail smoothly! The IELP serves as a pipeline for degree-seeking students who would not be able to enroll at PSU if they did not have access to the pathway. These degree-seeking students generate revenue for the university beyond the revenue they generate when they are in the IELP. The IELP supports the PSU mission statement by supporting diverse voices on campus. The IELP provides expertise in ESL-related student services and in-house programming. The IELP has earned a 10-year independent accreditation from the Communication on English Language Accreditation (CEA).

In my time as a faculty member at PSU, I have witnessed the incredible student body that the IELP has and have seen the way in which IELP students flourish and succeed when matriculating to their degree programs at PSU. The diverse population adds a global perspective to PSU and brings an amazing amount of cultural wealth to the institution. Without these students, PSU would lose so much, and since almost 40% of international graduates from PSU take IELP classes, the impact of a program reduction would ripple through multiple departments on campus. In addition to the loss of students, the loss of faculty power due to a program reduction would be devastating. The faculty of the IELP have been loyal and long term members of PSU, all of whom have served the University for more than 15 years. The faculty of the IELP possess institutional knowledge of PSU that cannot be replaced. They serve on university committees, participate in campus events and international partnerships, serve in governance positions and add so much value to Portland State. By reducing the program, you will not only create a terrible loss for these faculty members, but also for the institution as a whole. With a reduction to the program, who will do the work to teach and prepare all the international students who want to attend Portland State? Who will be the group of individuals to foster cross cultural communication and understanding? Who will hold up all the partnerships and international collaborations currently in progress? As the IELP presentation outlined, the faculty of the IELP are embedded in work of the university. A program reduction will be detrimental in so many ways. Thank you for your careful consideration in this very important matter.

Q7 - Please upload any feedback or additional documentation that you would like the APRCA Committee to consider.

Thumbnail	Name	Size	Type
IELP public comments - Julie Haun.pdf	IELP public comments - Julie Haun.pdf	222.34 KB	application/pdf
IELP.docx	IELP.docx	12.08 KB	application/vnd.openxmlformats-officedocument.wordprocessingml.document
In support of the IELP.pdf	In support of the IELP.pdf	22.9 KB	application/pdf
2021 04Apr13 PSU-AAUP Comments to President re call for IELP retrenchment-signed JK.pdf	2021 04Apr13 PSU-AAUP Comments to	251.87 KB	application/pdf
budget_presentation_feedback.docx	budget_presentation_feedback.docx	13.59 KB	application/vnd.openxmlformats-officedocument.wordprocessingml.document
My IELP feedback.docx	My IELP feedback.docx	12.98 KB	application/vnd.openxmlformats-officedocument.wordprocessingml.document
Dear President and Senate Committee (IELP support Letter).docx	Dear President and Senate Committee (IELP support Letter).docx	13.82 KB	application/vnd.openxmlformats-officedocument.wordprocessingml.document
IELP Support Letter.docx	IELP Support Letter.docx	134.93 KB	application/vnd.openxmlformats-officedocument.wordprocessingml.document
IELP redeployment options_Proposed (8).docx	IELP redeployment options_Proposed (8).docx	20.33 KB	application/vnd.openxmlformats-officedocument.wordprocessingml.document
IELP Article 22 comments to Faculty Senate.docx	IELP Article 22 comments to Faculty Senate.docx	20.02 KB	application/vnd.openxmlformats-officedocument.wordprocessingml.document

	20543178_197466030 9227820_48650968_o .png	4.47 MB	image/png
GHT public comment 2021.pdf	GHT public comment 2021.pdf	58.75 KB	application/pdf
Article 22 1st round comment APRCA Siebert.pdf	Article 22 1st round comment APRCA Siebert.pdf	48.82 KB	application/pdf
Faculty & Staff Accomplishments 2020_(2).docx	Faculty & Staff Accomplishments 2020_(2).docx	24.16 KB	application/vnd.openxml formats- officedocument.wordpro cessingml. document
IELP_Faculty Senate.pdf	IELP_Faculty Senate.pdf	186.63 KB	application/pdf
IELP feedback.docx	IELP feedback.docx	14.26 KB	application/vnd.openxml formats- officedocument.wordpro cessingml. document
Nelson Wong - IELP.docx	Nelson Wong - IELP.docx	10.89 KB	application/vnd.openxml formats- officedocument.wordpro cessingml. document
32925696_eTranscrip t.pdf	32925696_eTranscrip t.pdf	2.01 MB	application/pdf
IELP Letter - Fac Senate Com .pdf	IELP Letter - Fac Senate Com .pdf	27.71 KB	application/pdf

End of Report

Comments submitted to President Percy and Faculty Senate in response to the proposed IELP retrenchment
Submitted by Julie Haun, IELP Program Director

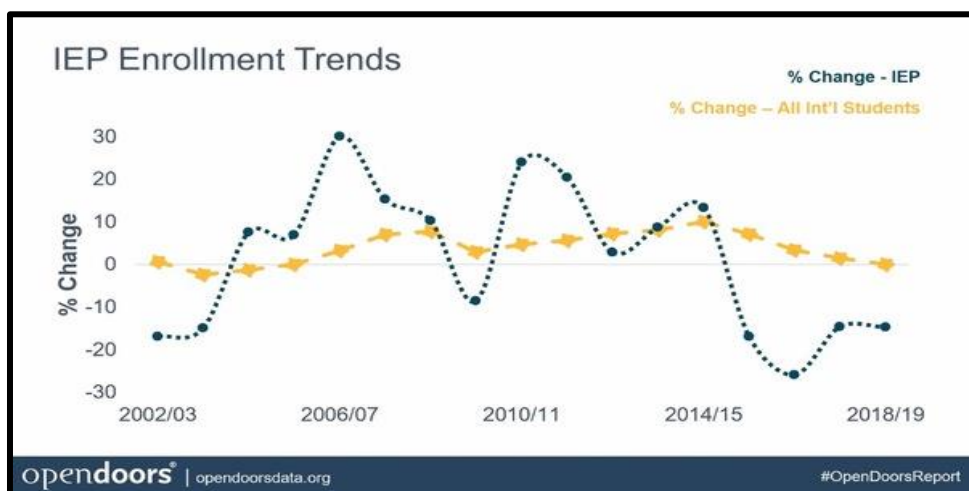
Many universities and colleges struggle with where to locate their intensive English program (IEP) operationally and budgetarily. This struggle stems from two underlying factors. The inherent enrollment variability that exists for IEPs that (in turn) impacts revenue generation for the university, both positively and negatively, and the lack of an intentional shared institutional understanding or approach to the IEP's role on campus limiting it to a narrow scope of activities rather than fully leveraging its capacity to serve the campus. The decision to pursue retrenchment for the IELP is linked directly to these two common challenges.

IELP Enrollment and Budget

In 2014, the IELP was moved out of CLAS, established as an independent academic unit and categorized as a revenue generator within the IPEB budgeting model. That year, the IELP reached its peak enrollment at 1085 (unique headcount). Its base (direct) net revenue beyond expenditures was a little over 2.4 million. For several years prior to 2014, IELP enrollment had increased as part of the upward trend in IEP enrollment that was experienced nationally. Lower NTTF wages at that time and an unsustainable ratio of full time to adjunct faculty also contributed to an unrealistic expectation of IELP revenue generation.

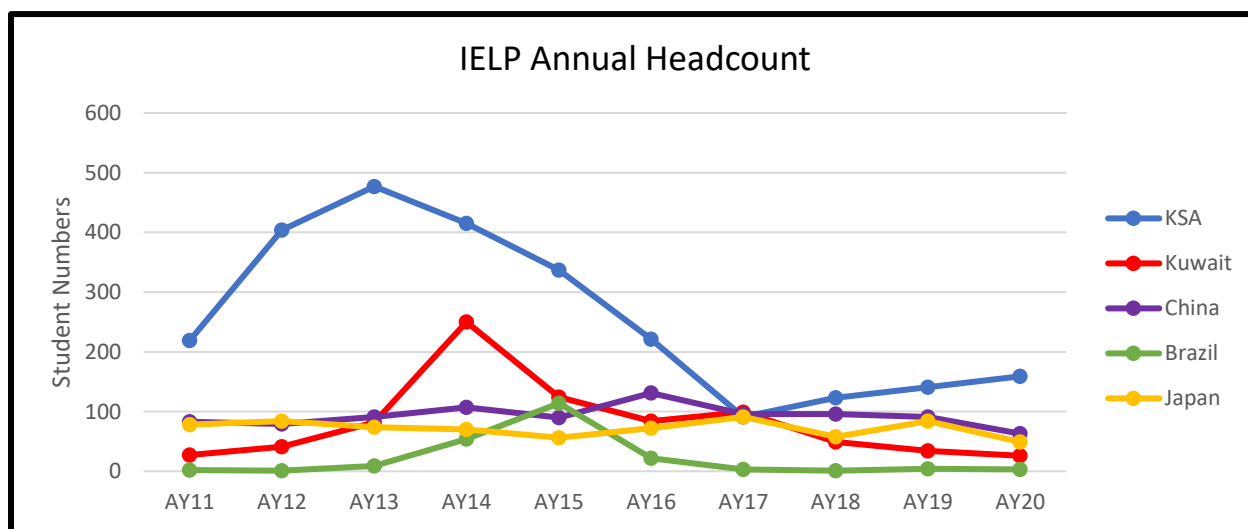
Nationally, intensive English program (IEP) enrollment fluctuates more than international student enrollment as a whole. IEPs tend to be more nimble than traditional academic units, responsive to new programming opportunities and accustomed to absorbing increases in student numbers. However, programming trends that funnel students to IEPs can also shift rapidly causing sudden downturns in enrollment.

The graph below from the *Institute for International Education Open Doors Report* (2019) compares IEP enrollment with international student enrollment over a 17 year period. The sharp downward trend of enrollment starting in 2015/2016 occurred not only in the IELP, but in IEPs across the country.



A significant portion of IEP enrollment occurs via three broad student pipelines: 1) foreign and domestic government initiatives to increase English proficiency and/or gain specific knowledge or skills; 2) international universities seeking to partner with an American university (often in response to government initiatives) and 3) educational consultants who work with families to identify educational programming that is a good fit for the needs of their student.

IELP Enrollment – Unique Headcount									
	AY12	AY13	AY14	AY15	AY16	AY17	AY18	AY19	AY20*
Student #	837	898	1085	886	670	527	460	456	373



These enrollment pipelines vary from country to country. For example, countries in the Middle East typically do not use educational consultants while these consultants are a bedrock of recruitment in China. A quick look at enrollment of IELP students from four countries can help illustrate how these pipelines impact student numbers.

China

The primary pipeline for Chinese students is through educational agent and university partnerships. Cultivating these relationships in China takes time and is typically undertaken by the university rather than the IEP (although the IEP can play a role in supporting that effort). Chinese student numbers have been relatively flat in the IELP. While China has dominated as the top sending country to the United States, numbers of Chinese students at PSU have been below national trends. Most Chinese students in the United States are here to earn a degree and many start their studies in an IEP pathway program. Because PSU numbers have been low, the IELP did not have the tremendous surge in Chinese students that most IEP pathway programs experienced. Our primary source of Chinese students is through the joint partnerships that MCECS has established although International Admissions is working hard to build the educational consultant network.

Kuwait

Most Kuwaiti students come to the United States on a scholarship program established by the Kuwait government. Portland State has a strong, positive relationship with the Kuwaiti Cultural Mission which oversees the scholarship program. In 2014, the Kuwaiti government decided to significantly expand the number of scholarship recipients. The IELP experienced a 200% increase in Kuwaiti students in one year (from 82 in 2013 to 250 in 2014). Recognizing the challenges associated with having so many students in one school, in 2015, the Cultural Mission decided to limit enrollment across U.S. universities. As a result, Kuwaiti student enrollment in the IELP dropped.

Brazil

In 2014, the Brazilian government launched a one year study abroad program for STEM university students. The goal of the program was to increase English fluency, provide opportunities for Brazilian STEM students to take American university courses and to pursue a brief internship at the end of their study abroad experience. Portland State became a recipient of these students through the outreach of Agnes Hoffman who facilitated partnership activity at PSU. In 2013, there were 9 Brazilians in the IELP. In 2015, there were 114. The program ended in 2016.

Saudi Arabia

The Saudi Arabian government sponsored scholarship programs, started in 2006. Because of Portland State's long standing relationship with Saudi Arabia, established through PSU's Middle East Cultural Center, Portland State was a preferred destination for many students from the outset. At its peak, in 2013, 477 (53% of total enrollment) Saudi students studied in the IELP via the scholarship program. In 2014, the Saudi government closed Oregon to new conditionally admitted (pathway) students due to the high number of Saudi students studying in Oregon universities and colleges. The state was closed for two years, significantly reducing the number of Saudi students in the IELP. In 2016, the scholarship program instituted new scholarship requirements targeting universities ranked in the top 200 (U.S. News and World Report), so while Oregon was no longer closed, the IELP saw few new Saudi students. In 2018, the Saudi government shifted focus from undergraduate to graduate degree seeking students resulting in an uptick of Saudi enrollment in the IELP. Saudi Arabia remains the IELP's top sending country averaging about 30% percent of our total student numbers in AY2021.

IELP Budget and the RCAT

An IEP's capacity to respond quickly to new programming opportunities is an asset; however, downswings in enrollment are also inevitable. In 2015, I began raising concerns about how the IELP was integrated into the IPEB budget model. It is an anomaly among PSU's revenue generating units with few similarities to the Schools and Colleges beyond generating SCH. When viewed only through the lens of the RCAT, the IELP's performance does not look good. In addition to the challenges presented by the enrollment fluctuations described above, the IPEB model is not set up to recognize the revenue supporting functions of the IELP.

One example of this is the revenue supporting function of the undergraduate pathway program for PSU students who have not met the minimum language proficiency requirement. During COVID (March 2020 to June 2021) the IELP will have transitioned 66 undergraduate pathway students to their degree program at a conversion rate of 98%. A single year of tuition/fee revenue generated by these students, after the pathway, based on average estimated tuition and fee revenue for non-resident undergraduates provided by the PSU website, is \$1,969,242.

This excerpt from PIE News, 2019, (a British based company that reports on international education), describes the budgeting challenge of university IEPs.

IEPs are asked to support their costs purely on the semester or two of international student revenues they receive. But what about the balance of those international student revenues when the student matriculates into the host university?

Is the lifetime value (LTV) of the student whose very presence on campus was only enabled by that IEP credited in any meaningful way back to that IEP? Not often. And as a result, IEP's can see funding cuts, or outright closures, that have far larger negative impacts across the campus than solely on the IEP.

The current decline in IELP enrollment has meant that it has not generated sufficient revenue to cover its costs per the RCAT. The university's response to this has been annual budget reductions. Between AY16 and AY21, the IELP E&G budget has been reduced by 42%. 19 positions have been eliminated (13 NTTF and 6 staff and administrators).

The challenge with relying only on budget cuts, particularly over the course of several years, is that the cuts don't acknowledge any underlying systemic issues or provide an avenue to address them. Despite raising concerns each year and asking for support in analyzing the particular circumstances of the IELP as they relate to the IPEB budgeting approach, I have not been able to make headway towards identifying a pathway to budget stability.

My inability to gain traction on this front is understandable given the frequent turnover of administrative positions that connect to IELP operations, enrollment management and budgeting. In the 8 years that I have been the IELP director, I have reported to 5 administrators. All of them have been overburdened with a broad scope of responsibilities and most were essentially performing two full time jobs. During that time period, there have also been four turnovers in the position that manages the IPEB process for OAA, as well as a number of relevant higher-level leadership changes in Enrollment Management. I recognize that these years have been difficult for PSU and the particular situation with the IELP is only one challenge among many.

IELP / OIA merger

At the March 11, 2021 OAA townhall, Provost Jeffords introduced the Reimagine PSU initiative designed to encourage units to collaborate on identifying mergers opportunities, curricular changes and shared support services not only to reduce costs but as a way to set PSU on a path towards greater long-term sustainability. Over the past two years, the IELP has been actively engaged in this effort.

Last year, the IELP submitted a proposal to merge with OIA. It was approved by Faculty Senate and the Provost in April 2020. Independent academic unit. Below is an excerpt from merger proposal.

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.

One outcome of the merger is to redistribute IELP functions within OIA. The current scope of IELP management encompasses four functional areas.

IELP Program – 4 Functions			
Outreach and Admissions	Operations	Academics	Student Services
Outreach and recruitment Partnership development Marketing Admissions I-20 processing Pre-arrival communication	Registration & enrollment Data management Facilities and supplies Personnel management Program finances	Curriculum Instruction Assessment Learning Center	Academic advising Socio, cultural & recreational engagement New student services

The proposed reorganization of OIA and IELP redistributes three of the four IELP functions into existing or newly combined OIA units. Outreach and admissions functions will be integrated into a newly formed, joint partnership and outreach office. Operations will be merged with OIA's finance and administration team, and IELP student services will join OIA's Office of International Student and Scholar Services. OIA and IELP non-credit programming will be combined into a unified non-credit unit. The academic functions of the IELP will remain intact as an academic unit that more closely mirrors a traditional academic department. The intended result of this merger is that activities within these four functional areas of OIA and the IELP are combined and operate in a more unified and efficient way on behalf of PSU's international initiatives.

Recovery of international student numbers

Nationally, COVID devastated international education. According to a March 2021 ICE report there was a 91% decrease in new F1 students (the main visa category for international students) in August 2020.

IEPs have been particularly hard hit. The IELP's overall enrollment (new and continuing students) declined by 77% from fall 2019 to fall 2020. This mirrors the national trend of university IEP enrollment decline according to a fall 2020 survey conducted by UCIEP, a national consortium of directors of university and college intensive English programs.

In the UCIEP survey, the IELP was one of only 4 programs out of 73 that reported having enrollments above 50. This is a decline from fall 2019 when 42 programs reported enrollments over 50. The IELP has maintained this enrollment (Fall 2020 = 51, Winter 2021 = 53, Spring 58) in contrast to the ongoing enrollment decline being experienced by other IEPs this year.

There are many opinions among professionals in the field about when, whether and how international education will rebound post COVID. Prior to the onset of COVID, the IELP was beginning to pull out of its substantial annual enrollment decline. Enrollment in AY18 and 19 was flat. We met or exceeded our RCAT projected enrollment target during those years. We have outperformed many IEPs during the COVID era. While there is not an expectation that IEP enrollment will return to those peak years of 2014 to 2016, there is cautious optimism of a return to pre-COVID enrollment within a year or two.

To close, it is my hope that, rather than simply relying on more budget cuts, PSU will truly invest the time and attention necessary to figure out how to both recognize and leverage the expertise and programming of the IELP as a positive contributor towards PSU's goals. In particular, I am concerned that substantial cuts will be made without taking the following into consideration.

1. The OIA/IELP merge and proposed reorganization is a positive and powerful shift for PSU in its approach to international education at PSU. A significant amount of work by representatives of the IELP and OIA has gone into shaping the proposed new structure. This set of recommendations has only recently been completed for the Provost.
2. No one is able to predict with certainty what international enrollment will be post-COVID. Next year, after COVID is mostly behind us, we can begin to have a more grounded understanding of enrollment trends. We do know that the international education market is changing. The OIA/IELP merge is designed to enable the newly merged unit to be responsive to those changes.
3. The IELP is an anomaly in PSU's budget model. It does not address the dual functions of the IELP as both a revenue generating and revenue supporting unit, in particular its role as a pipeline into PSU's degree programs. Cutting the IELP budget does not address these underlying budgetary issues.



PORTLAND STATE UNIVERSITY

American Association of University Professors

Promoting Quality Higher Education – An Investment in Oregon's Future

April 13, 2021

President Stephen Percy
Portland State University
PO Box 751
Portland, OR 97207

RE: PSU-AAUP Comments on Administration's March 15, 2021 calling for retrenchment of the Intensive English Language Program (IELP)

Dear President Percy,

This is a response from PSU-AAUP to the presentation made by representatives from the President's office on March 15, 2021, which was made to satisfy the requirements of PSU-AAUP Collective Bargaining Agreement, Article 22, Section 3 (b). The University has declared that the University's financial condition is such that departmental reduction in the Intensive English Language Program (IELP) may be unavoidable.

Based on that presentation, PSU's audited financial statements, information about the changing political climate, and recent information about federal relief funds, PSU-AAUP has determined that the University has not provided convincing evidence that a significant reduction in IELP is unavoidable. The details of our findings follow.

Considerations of the PSU budget

Article 22, section 2(a) states that four conditions must be met to declare financial exigency or that a departmental reduction or elimination may be unavoidable. With the recent infusion of federal Covid relief funds and the sound financial situation of the university, these conditions will not be met. To carry an action through Article 22, there must be insufficient funds to do all of the following:

1. Maintain all essential programs and services.

Based on the presentation, currently no essential programs are at risk of not being funded.

2. Finance the full compensation of all tenured faculty.

Tenured faculty are not in danger of losing pay and received a COLA this year, and next, as well as post-tenure review pay increases. Additionally, the University is doing a 7-member cluster hire in another unit, showing it can afford to support additional faculty positions beyond current commitments.

3. Finance the full compensation of faculty on fixed-term appointments until the end of an appointment.

Fixed-term faculty are not in danger of losing pay and will receive COLA pay increases this year and next.

4. Finance the full compensation of all other faculty until the end of an appointment.

Again, we were not presented any information that would indicate an inability to provide full compensation to all faculty.

In Article 22, section 2(b), a condition requiring reduction or elimination of a department may be declared 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 and other essential programs and services of the University if retrenchment procedures were not implemented.

We were provided with information showing that based on the RCAT model the IELP program has been operating with a deficit since 2016 with a most recent deficit of \$1.3 million dollars in 2020. We will address some concerns with how this value is calculated below, but taking this value for what it is, there are other parts of the PSU budget, not associated with the core mission of the university, that cost more. These include:

- Athletics - PSU covers 64% of the costs with a persistent and growing deficit that exceeds \$5 million (Jan 2021 BOT F&A meeting). It is not consistent that PSU cannot afford to subsidize IELP for approximately \$1 million a year, but they can afford to subsidize athletics for \$5 million a year.
- PSU Foundations - although PSU foundations bring money into the University, it is not clear why PSU budgets over \$6 million a year to flow into the foundations. This amount has been increasing annually.
- Business Accelerator- Shut it down, sell the building, and put the money toward instruction.

The information presented on the PSU budget does not show that there would be a serious distortion of the academic and other essential programs if the IELP program remains, and the faculty and staff are retained. It should be noted that:

- The Q1 forecast has a 2.7-Million-dollar surplus, without considering the Covid relief funds in the E&G funds, and the budgeted use of reserves will not be needed. If we look beyond the budgets and projections and instead use the past to predict the future, we may in fact continue to add to reserves.
- In 2019 there was \$93.7 million dollars in reserves, with \$17.6 million dollars added last year. (If the university was not able to support academic units there would not be addition to reserves).
- The University has received \$105 million dollars from the Covid relief packages (the projected revenue loss is \$21.9 million - from presentation).
- No cuts to state appropriations are expected.

Based on these points PSU is in a position where continued support of IELP will not result in a serious distortion of the academic and other essential programs and services of the University.

Pro-active IELP responses to student enrollment

The IELP has undertaken a multi-pronged, multi-year and pro-active approach to responding to the inherently variable nature of international student enrollment. This includes 1) reductions to personnel; 2) merging with OIA; 3) redesign of curriculum; and 4) repeated requests that our fiscal health be evaluated in a way that is consistent with its unique role at PSU.

Reductions to personnel

It is important to note that the IELP is no longer staffed at pre-2016 levels. 2016 was the first year in which tuition revenue generated fell below the E&G budget and since that year, 19 positions have been eliminated in the IELP. These positions include 13 NTTF reductions (9 contract terminations and 4 retirements/resignations not replaced). This represents a 40% reduction in NTTF full time teaching faculty alone over the past five years. Additionally, 6 support staff and administrative positions have been reduced (2 AP contract terminations, 2 classified staff contract terminations, 2 administrator resignations not replaced). Clearly, the IELP staffing has already been responsive to declining enrollments. Additional personnel cuts threaten to erode the IELP's ability to deliver core programming and remain poised to respond to market demands. In addition, layoffs foreclose the possibility of PSU instead redeploying these valuable instructors and thus utilizing their depth of expertise to support multilingual learners in a wider range of capacities at PSU.

Merge with OIA and IELP Curriculum Revision

Beyond reductions to personnel, the IELP is also in the midst of a transition from its prior status as a stand-alone unit to a member of OIA. This merger was conceived to centralize PSU functions related to international students under one umbrella and, thus, not only to reduce certain expenses, but also to enhance the efforts of all those working in concert to bring international students to PSU. This merger was reviewed and approved by the Faculty Senate in Spring 2020. The IELP and OIA are currently working closely to finalize the details of this structural reorganization, a process that is complicated and potentially undermined by additional layoffs of IELP personnel.

Within the IELP unit, a major initiative has been underway to redesign the curriculum in response to shifts in the global IEP market. This program-wide process is expected to yield a new slate of course offerings by Spring 2022. These revisions will: enhance the quality and rigor of course offerings; continue to diversify the types of learners served; increase flexibility for students with credit load and course options; and add attractive courses for learners with a broad range of educational and professional goals, which, in turn, will increase enrollment. Again, this process requires faculty experienced with the program to carry out the work: such work would not be possible within a reasonable timeframe were the university to make further layoffs.

Evaluation of IELP fiscal health

The presentation indicating that the IELP requires an unreasonable subsidy from PSU is problematic for two reasons. First, the budget shortfalls presented are for a time when the IELP was an independent unit; that is, they are not being considered in the context of the IELP as a merged unit within OIA. Indeed, part of the rationale for this merger was to find fiscal efficiencies by centralizing into one unit the unique work that is required in order to recruit, enroll, and retain international students. Not only will this centralization streamline processes, it will also reduce costs. All retrenchment discussions have been focused on information created prior to initiatives including the merger of OIA and IELP. For an accurate picture of the current situation, the effects of the OIA/IELP merger should be factored into these calculations and given sufficient time to manifest.

Secondly, there is also a fundamental problem with the application of the RCAT budgeting model to the IELP. This is an issue that has been raised by IELP leadership to the PSU budget team on a number of occasions over the course of several years. One problem with the application of RCAT is that the IELP is responsible for work that other units are not, including costs related to admissions, placement testing, registration, student life, advising, and the operations of a Learning Center. Because these costs are centralized for other units, their expense does not impact their RCAT score.

Another problem is that, from a financial perspective, the IELP is “credited” with generating revenue only during the time in which students are enrolled in the program. In other words, when IELP students transition to study at PSU and begin paying tuition, sometimes for many years, this positive financial impact is not part of the IELP’s balance sheet, yet the benefits to PSU could not occur without the IELP to prepare these students in the first place. Because the preparation provided by the IELP sends students into a variety of departments at PSU, there are certain ways in which the IELP is more similar to a revenue supporting unit, like the PSU Learning Center or the Library, which exist alongside academic units to support student success.

Trump, Covid and International Education

International student enrollment varies more from year to year than domestic student enrollment. The IELP is aware that after explosive enrollments beginning around 2005 with an influx of students from Saudi Arabia and culminating with over 1000 students in AY 2013-2014, enrollments have trended downward. The IELP is also acutely aware of the ways in which the volatile and xenophobic Trump administration fueled an environment toxic to international relations overall, including international students who may otherwise have come to the United States. As a result of these conditions, by Winter 2020, the IELP enrolled 262 students. To enter the COVID pandemic under these circumstances was, to put it mildly, challenging.

Yet the IELP’s commitment to serving international students and the PSU community did not waver. During the pivot to emergency remote learning in Spring 2020, all PSU faculty, including those in the IELP, rallied to transition course offerings from the

classroom to the computer screen in a mere fortnight, working long hours in a time of extreme stress so that students would continue to receive a high-quality education. This work was especially challenging for IELP faculty working with students with very limited English language ability, often coupled with low computer literacy, on top of being physically dispersed across the globe. These conditions required a complete reworking of course delivery in many instances. Despite these challenges, IELP faculty rose to the occasion because of their commitment to students and to PSU.

Further on, when unexpected federal restrictions regarding exclusively remote programming for international student visa holders threatened the loss of the stability of the international student population, the IELP stepped up and developed and delivered hybrid courses which allowed these students to remain at PSU. These courses were designed in a matter of weeks; they benefited not only IELP enrolled learners, but also international students across the PSU campus. To date, a total of 84 PSU students have registered for these classes.

Now the tide appears to be turning once again. Although the IELP is not likely to enroll 1,000 students next year, an upswing in enrollment is coming. This is known, in part, because the IELP knows that many of its international students currently enrolled in classes are already here in Portland, waiting for the university to reopen for face-to-face instruction. This is known, also, because the IELP remembers the impacts of less devastating epidemics (SARS, Ebola, H1N1) and the influx of international students that followed because of the large pool of students who had temporarily deferred their overseas plans.

We are now beginning to see the end of the current COVID-19 pandemic. There is a new administration in Washington, D.C. that has made repairing international relationships a priority. But these changes will come too late for some.

Employees targeted are mostly women, and some of the lowest paid members of the bargaining unit

It is well documented that the pandemic has had a disproportionate effect on the careers of women; the gender impact is stark enough to have earned the moniker “she-cession.” This is relevant here because IELP faculty are overwhelmingly female. Also notably, IELP faculty are among the lowest paid faculty members at PSU. Many are parents or caregivers and primary breadwinners who, with their families, have dealt with the extra burdens exacted on this demographic by COVID.

Fortunately, the new federal administration has provided Covid relief money, in part, to alleviate the need to lay off employees. For PSU to move forward with layoffs based on the financial impact of the pandemic while at the same time accepting millions of dollars in federal support to stabilize jobs would be unconscionable. Just as faculty rose to the occasion for PSU one year ago, PSU must rise to the occasion now for faculty. Adding job loss and the attendant loss of health insurance - often for an entire family unit - to the

stress of the long-serving personnel in the IELP before we have even reached the end of the pandemic would be nothing short of a shocking moral failure.

Retrenchment alternatives

Although the requirements for retrenchment and program reduction have not been met, it is still productive to offer alternatives to laying off long-serving IELP faculty before enrollment levels inevitably increase again. A dramatic immediate increase in student enrollment is expected beginning Fall 2021 on account of the Nanjing (NJUPT) Agreement with MCECS. NJUPT is expected to enroll 240 students in its program in Fall 2021, many of whom are expected to participate in summer programming. As part of this agreement, the IELP is slated to staff teaching positions created through this collaboration. Until then there are several alternative initiatives and options that would allow the faculty of IELP to continue to contribute their expertise to PSU.

The IELP faculty are poised to support a multitude of non-native English speakers in the PSU community, and specifically the Students First/Open for Fall, Open for All initiatives. Given the relaxed admission standards proposed by the administration for these new initiatives, some incoming students will not be prepared for the academic rigors at PSU. It is in the best interest of PSU to not only admit these students, but it is a moral imperative to also ensure their success. The expertise in IELP can be used to support students' transition into their university experience. Being culturally responsive to students from a multitude of backgrounds as well as their linguistic and academic needs is integral to what the IELP does on a daily basis. Specifically, IELP faculty could use their expertise to:

- Provide first-term or first-year transition classes for 'low-GPA' Open for Fall, Open for All students, similar to IELP's Pathways Programming.
- Teach multilingual/multicultural sections of UNST FRINQ and SINQ labs, and College Success courses.
- Assist with the Open for Fall, Open for All summer bridge program for incoming first-year students and incoming transfer students as needed.
- Contribute to or enhance the University Learning Center/Writing Center and other additional established support structures on campus.
- Provide language and academic support for all domestic and international multilingual learners requiring this kind of assistance at PSU through the IELP (Language) Learning Center
- Network with the various cultural centers and other entities on campus to create awareness of language support services at PSU.
- Provide OAI and/or OAA professional development workshops for non-IELP faculty on cross cultural competencies and supporting multilingual students in mainstream coursework across the disciplines.
- Continue to provide catered bridge programming such as the Fulbright Scholars program and the Intel Vietnamese Scholars program.

Providing students with the academic skills as well as language skills is the forté of IELP faculty. To lose this work force would be doing a great disservice to all students at PSU who may need more language and cross-cultural academic support to be successful. For more details about the kinds of services, FTE commitments, and ideas for potential funding IELP faculty are proposing are attached (Appendix A).

Presidential Strategic Priorities

The IELP faculty are critical to support the Presidential Strategic Priorities, and to lay this workforce off would call into question the university's commitment to both diversity and student success.

1. Acting on Equity and Racial Justice.

IELP is critical to achieve a commitment to a diverse student body. Many of the students who attend PSU are from the Pacific Northwest region, one of the least ethnically diverse regions in the country. Thus, to increase representation and establish a racially diverse student population, a commitment to the recruitment and success of international students is critical. It is hard to imagine equity and racial justice without considering representation. Although DEI efforts are currently focused on domestic students, they should be opened to include international students.

2. Maintaining a laser focus on student success and Students First.

For students to be successful, they need support and engaged, talented faculty. The unique skill sets of IELP faculty position them to provide support across campus to address concerns of student success. Currently there is minimal substantive language or academic support on campus for multilingual students (either domestic or international). By strengthening these resources through the use of IELP faculty for multilingual students beyond just the ESL function, PSU can support student success and DEI initiatives.

3. Mobilizing engagement to strengthen our city.

Bringing international talent, and providing them the support to be successful, is key to keeping innovation in Portland. These students go on to contribute to society.

A university truly committed to diversity and inclusion must include language and academic skills support for students. This is the unique skill set of the IELP faculty. Although enrollment in the program is currently low, redeployment of these faculty to areas of need in the university demonstrates a commitment to student success.

Conclusions

Article 22 requires a situation where not making these layoffs would result in serious distortion of university priorities and ability to maintain financial stability. It is not possible to accurately predict how international programs will rebound from the Trump presidency and the impacts of the Covid pandemic. However, it is clear that with Covid relief funds and other austerity measures, PSU is able to continue to support the IELP program as it reimagines its role at PSU. If PSU truly has a commitment to the faculty and staff at PSU, it would, thus, be critical for administration to support the employees in

PSU-AAUP comments to President Percy

Call for IELP Retrenchment

April 13, 2021

Page 8 of 15

IELP while they navigate the end of this pandemic and the return of the international students. If PSU truly has a commitment to diversity, then it is critical for PSU to utilize, rather than lay-off, faculty specifically trained in supporting academic success in a diverse student population. The merger of IELP and OIA will allow for both financial savings and creative redeployment of IELP faculty. By stopping retrenchment and the loss of IELP faculty, PSU can work to address diversity and student success and prepare for the rebound of the international students that Universities across the United States seem to agree is inevitable.

Sincerely,

PORTLAND STATE UNIVERSITY CHAPTER OF THE
AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

A handwritten signature in black ink, appearing to read 'JKerns', written in a cursive style.

Jennifer Kerns
President

C: Susan Jeffords, PSU Provost
Shelly Chabon, PSU Vice Provost Academic Administration
Michele Gamburd, Presiding Officer, PSU Faculty Senate

Appendix A

“The presence of international students on campus means a greater diversity of options, perspectives, and knowledge to add to the diversity of thought on campus.” --
Collegefactual.com

How the IELP can help right now!

In the budget forums held winter term, Provost Jeffords implored faculty to reimagine what we could do to meet the needs of our PSU community in this time of austerity. It doesn't take much for IELP faculty to do that because many of the IELP faculty have a wider range of experience than what PSU gives us credit for. Many of us have worked with domestic ESL student populations as adjuncts at various community colleges. Many of us have taught or volunteered with migrant and immigrant populations. Some of us have worked with first-generation college students and students from non-dominant cultures in the US. Several of us have worked with multilingual students who have physical challenges or learning difficulties as well. We are poised with decades of experience behind us. We can help PSU recover from Covid-19 by opening for fall with a well-qualified team of individuals who can be redeployed to meet the needs of students from multiple demographics. But we can only do this if the administration can see us for the skills we bring and reimagine our jobs at the university.

The IELP faculty generally teach 36 credit hours per year; however, IELP teachers do a lot more than just teaching. Due to the stand-alone nature of our program over the past 15 years, we've all rotated into and out of a variety of roles that served our students or the PSU community. We've created pathway programming for easier transition into the IELP and PSU, run a learning center, created academic support systems, taught student support and bridge classes, served as the multilingual multicultural section leaders for PSU classes, trained tutors, partners and mentors to work with our students, created first-term/transition seminars and courses, offered professional trainings, workshops, and courses for faculty who work with ESL students, developed partnerships with entities both on and off campus, proposed and delivered specialized grant-programs, and written curriculum and programming to serve immediate market demands. We are open to both temporary and permanent redeployment options for our faculty, rather than letting our talented pool of instructors be eroded.

Below are ways we can imagine our knowledge serving PSU to put *Students First* as we *Open for All*.

- Building out infrastructure to support multilingual students
- Improving transition and connection services for multilingual students
- Raising awareness of multilingual students across campus

Transition/Bridge/Support classes (during term)

Currently:

UNST Multilingual Lab [for credit]

- A bridge class for multilingual, multicultural undergraduate learners at PSU
- Delivered through UNST, this course provides students with targeted, need-based instruction in academic and cultural skills that support success in the university context; in addition, students are provided with individually tailored activities designed to help them identify attitudes, behaviors, and competencies to increase their awareness of their learning style and help contribute to their success in an American higher ed academic context.
- Approximately $\frac{1}{3}$ of students taking this course indicate their first language is something other than English. ([FRINQ](#), [SINQ](#) Surveys) First-generation college students (TRIO) also benefit from this lab, as it helps orient them to assignments and develop student autonomy.
- Commit .17FTE per scheduled section, minimum of 4 sections

Suggestions: Currently the multilingual lab is on hold due to low enrollments. Below are some ways insiders suggest improving enrollments moving forward.

- FRINQ and SINQ instructors have cited feeling awkward about referring students to the multi-lingual, multi-cultural section. Awareness-raising to help students self-select may be a better way to fill the sections. Perhaps one way to do this is to provide a ‘scroll-over’ notice *when students register* for FRINQ or SINQ that informs them that there are sections for multilingual, multicultural learners.
- Linda Liu, Director of TRIO Student Support Services, suggests that while these labs help students, students don’t want or can’t afford to pay for the additional credit-hours. That is not equitable. To that end, perhaps some of the funding provided in the Covid-19 relief package could be disbursed to qualifying students in the form of a small scholarship or grant that covers the cost of the FRINQ and SINQ student support labs. (Conditions to qualify could be designed to fit restrictions of federal aid requirements. This may lift enrollment in all sections of FRINQ and SINQ labs, not just the ones with multilingual, multicultural learners.)
- One final criticism of the labs offered for FRINQ and SINQ are that they are at inconvenient times. Consider a possible scheduling fix by offering labs at alternate times or using online delivery options. Online programming would require FTE designated for course development, but then could run alongside current offerings at the current FTE rate of .17 per section.

IELP Pathway Seminars [for credit]

- A bridge class for ESL-restricted international undergraduate or graduate pathway students
- This course aims to encourage student engagement in classroom and other academic, co-curricular, and extra-curricular interactions. Learners become active and reflective participants in their transition into their degree programs as they complete their first PSU classes, interact with advisors, professors, and PSU staff at different campus resources and identify connections between campus and community opportunities and their educational and career goals
- Continue to fund the course sections for undergraduate and graduate pathways.

- SECTIONS of this class could be opened to serve students arriving for the Open for All initiative and TRIO students, as many of them would benefit from a term-long transitional pathway that helps them understand the systems and resources available at PSU.

Suggestions: Currently the F2F pathway classes are working the way they are supposed to work, with a 98% matriculation rate for students taking these classes over the past year. However, there has been increased demand for an *online version* of this course for students who want to complete this work pre-arrival. Plans for this online course are currently being created by an IELP certified expert in online course design. Additional .33FTE release for development and then .33 for teaching the course is anticipated moving forward. Some of this cost can be recuperated through online course fees.

IELP COVID Hybrid courses [for credit]

- a bridge class for new international undergrad and grad students (not in the pathway)
- This course was developed as a response to immigration requirements for new international students to receive F2F instruction. The course takes elements of our Pathway Seminars and first-term transition class. Fall and winter terms, over 80 undergraduate and graduate students have enrolled.
- This course is expected to be offered until the return of F2F learning.

Suggestions: Continue to provide faculty release time for a rapid-response team member who can respond to programming requests.

IELP 1st term transition class (ACAL) [for credit]

- A course for first term IELP students
- Uses a cohort approach to develop a community of new students as they navigate their first term in the United States and Portland. This includes, but is not limited to, developing intercultural understanding and skills, learning about systems and processes for daily life and academic life and finding ways to engage with the IELP and PSU communities.
- Remain committed to current programming.

Need: University Studies also sponsors a College Success course [non-credit] through the PSU Learning Center. This course, UNST 194/394, covers topics similar to the [Strategies for Academic Success](#) class the IELP offered in previous years. The IELP course was based on TRIO work the course designer had done with multi-cultural, first-generation students prior to coming to the IELP. The key difference between the IELP class and the UNST class, is that the UNST class doesn't cover any specific information about cross-cultural academic work and cultural adjustment issues. It is suggested that similar to the FRINQ and SINQ labs, a multilingual, multicultural section of the College Success be offered as well.

- Commit .17FTE per section per term.

- Some of the funding provided in the Covid-19 relief package could be disbursed to qualifying students in the form a small scholarship or grant that covers the cost of the College Success class. (Conditions to qualify could be designed to fit restrictions of federal aid requirements. This may lift enrollment in all sections of the class, not just the ones with multilingual learners.)

Bridge Programming (Prior to start of studies)

Currently:

Vietnam Scholars summer program

- A 6-week course designed for MCECS to help incoming Vietnam Intel Scholars adjust to campus life, learn about university culture and expectations and build academic communication skills. Delivered prior to the start of the students' first term of study.
- Continue to commit FTE to run this summer program.

Fulbright pre-academic program

- A 3-week course designed for the Department of State for incoming international Fulbright scholars. The program helps scholars develop tools and strategies for living in the United States, understanding university expectations, engaging in university life and building academic communication fluency.
- This partnership is currently on hiatus due to Covid-19; however, positive response to the IELP's programming suggests this partnership will continue when the program resumes.
- Continue to commit 1.0 FTE for Spring and Summer terms to run this program as well as funding for 2-3 assistants during summer term.

Need: Currently the PSU Learning Center is gearing up to provide a free summer orientation to students admitted via the Open for Fall, Open for All initiative. The orientation will be delivered by the LC's student tutors and academic coaches. This work is still early in the planning stages, so it is not known how much help will be needed. However, the IELP faculty is well versed in aiding students from a variety of backgrounds in college readiness and transition, whether as part of a summer orientation or first-term/year transition courses.

Language Tutoring and Support

Currently: The IELP Learning Center provides 8 trained language tutors for the IELP's ESL-restricted students. It also has 4 learning center assistants.

Need: There is not currently any *English language support* specific to the needs of *non-restricted* multilingual learners on campus except through the IELP learning center (for an out-of-pocket fee). Some units on campus have committed already to pay this fee for their students, but others have not. This is not equitable because non-ESL students can get appropriate assistance with writing for free at PSU's Writing Center. It is important to note that even students who pass a language proficiency test still often need support

with their writing and academic work. It used to be more equitable. However, the former position we sponsored in the PSU Writing Center that supported multilingual speakers was eliminated due to cuts several years ago. The [ESL specialist position](#) included tutoring of students, WC tutor training seminars, and sharing of resources and expertise specific to helping multilingual writers.

‘Multilingual’ learners can include.

- International students who attend ‘regular’ classes at PSU in both undergraduate and graduate programs
- Domestic students who come from homes where the primary language used for communication was not English. These students often use English as their lingua franca but have had less exposure to the English language overall, which can notably affect writing skills.

Recommendation:

- The IELP learning center already is poised to provide trained ESL tutors to assist students who need language support services with their language needs, but with the increase in the number of students coming to campus who will potentially need this kind of support (Open initiative) we’d need to recruit and train more tutors. A nominal increase in PSU student fees (\$ 1-2) could be used to supplement the IELP Learning Center tutoring services for students who need this kind of help. This would make language support services more equitable for all students.
 - In addition to the IELP Learning Center full time manager position, commit .33FTE to .5FTE to a specialist position to work on connecting non-restricted students to IELP language services, onboarding more tutors, and to help form a better network of student support for these learners with the different entities on campus who may refer students to these services.
- At a very minimum, reinstate the ESL specialist in the PSU Writing Center to provide basic language support services for international and domestic students who need walk-in help. This plan provides more equitable support for this student demographic at PSU.
 - Commit .33 FTE to the specialist position that includes both tutoring and tutor training.
 - Commit an additional .17 - .33FTE to walk-in tutoring services for the next 3 years to support a variety of multilingual learners in response to the lower GPA admissions requirement for the ‘Open for Fall, Open for All’ initiative. This will provide for more equitable service coverage for multilingual students by providing additional designated time slots (1-4) each day at the PSU WC.
 - Funding could be provided by an additional small increase (\$1-2) in student services fees collected for the Writing Center’s operations. (Actual pay for a .33FTE Sr2 divides out to roughly \$0.48/student/year).
 - Increase visibility for ESL services on campus by adding a link from the Writing Center’s and Learning Center’s website to the IELP Learning center.

- Graduate students are expected to return more quickly to campus after Covid-19 than undergraduate students according to the PSU administration. However, no entity on campus provides ESL/L2 *linguistic, academic, and professional skills-building* support for international graduate students or visiting scholars. This creates an inequity for international graduate students, who make up 10% of PSU's grad student population. The IELP has been working with the Graduate School to identify a list of more specific service needs for this demographic. Writing support is a must. This work could be combined with the IELP Graduate Student Pathway Coordinator position (.17 FTE).
 - Commit an additional .33 FTE to this area of work, which will provide tutoring and language skills workshops to graduate students.
- i. Funding for *tutoring* could be provided by an additional small increase in graduate student fees collected for the Graduate School's operations. See grants that support international student scholarship.
- ii. *Language workshops* (F2F or online) could be available for a course fee paid either by students or their department. Currently writing and grammar workshops exist. Credit bearing option.
- iii. *Short-term classes* (like YNU) could build international connections and provide pre-academic support for incoming grad students.
- iv. Offer 2-credit *introduction seminar* for new international grad students at PSU (based on Intro to Grad Studies hybrid class)
 - The IELP faculty proposes working with GDI on coordinating services in the following capacities.
 - Serving both international students and refugee/undocumented/permanent residents in conversations/learning/support around racial justice and their experience in a "racialized" country.
 - Coordinating with Ed Abroad to serve more BIPOC students who may need language assistance.
 - Bolstering the work of the cultural resource centers, including the proposed Dreamer Center and the CAMP program. Work with Diversity and Multicultural Student Service center to connect on how to linguistically support students who seek language support through the different *cultural resource centers* at PSU. Potentially pair with UNST's efforts to help with academic transition for these students as well.
 - Commit FTE to support these services.

Tutor and Academic Coach Training Seminars

Currently:

IELP instructors have begun creating online tutor-training resources for students at PSU who work with multilingual, multicultural students using a mini-diversity grant from PSU. These tutor-training modules could be made available to tutors and academic coaches' campus-wide to help provide training support for those who may not be versed in helping students from this demographic.

Need: Analysis of current tutor training efforts at several of the student-support entities on campus revealed that often tutors and academic coaches do not receive training about

how to meet the specific linguistic or academic cultural needs of ESL/L2 students. Additional in-person tutor training workshops or workshop modules could be provided by experienced IELP Faculty as needed and funded through mini-diversity grants or other monies received by units for tutor/coach training.

Faculty Development Workshops for working with multilingual, multicultural students.

Need: The Office of Academic Affairs (OAA) provides, among other things, workshops and toolkits to assist faculty with professional development needs. A good amount of that work currently centers around diversity and inclusion efforts on campus. Indeed, the Diversity, Equity and Inclusion Task Force's plans at PSU specifically advocate promoting cultural responsiveness in the classroom. While PSU seems to be thinking of diversity, equity and inclusion in a national sense, educators who work with cultural diversity in any dimension often have a well-developed toolkit of skills that can be shared across disciplines. Being culturally responsive to a multitude of student backgrounds as well as linguistic and academic needs is integral to what the IELP does on a daily basis. Many in the IELP hold a TESOL or TESL degree and have decades of experience in the multicultural classroom. This means we are well versed in teaching materials and methods for students with varied cultural perspectives and linguistic needs.

It's not just our experience informing our teaching. In the recent past the IELP completed surveys of PSU faculty about their challenges in working with multicultural, multilingual students. This information, originally collected to help us reimagine our own services, provides us with insight into the needs of fellow educators here at PSU with regards to responsive and inclusive efforts in their classroom. (This concept still proves to be a bit fuzzy for many who teach on campus.) Valuing cultural differences and supporting student voices is what we're designed to do. This makes the IELP a strong partner for OAA to work with as we "build a culturally responsive and equity driven workforce." It's suggested the two units work together to envision how our honed skills can be utilized to support DEI efforts moving forward. The IELP and the Office of Academic Innovation (OAI) could collaborate as well to deliver professional development opportunities for faculty looking to support the needs of their multilingual learners.

Suggestion:

- Provide workshops or workshop series to share with other faculty how teaching methods and materials can be reimaged to support a wider range of students in the classroom.
- Create a website of resources to help PSU educators understand the challenges and work with international and domestic multilingual learners.
- Commit to FTE to staff this instructional support work, which could be supported through diversity and equity funding.

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).

Sincerely,
Susan Conrad
Chair, Department of Applied Linguistics

Future budget projections rely upon empirical facts about past revenues and expenses. There is a discrepancy between information about past revenues and expenses as reported by the Administration, on the one hand, and information generally available through the University's data warehouse (accessed through DataMaster), on the other.

In reports to the Board of Trustees Finance & Administration Committee on January 13th, to Faculty Senate on February 1st, and at the Budget Forum on February 22nd, the positive balance of revenues minus expenses for PSU General Funds was given as follows (in millions of \$):

Period	Balance (\$ million)
FY 2020	9.096
FY 2019	13.199
FY 2018	7.725
FY 2017	7.953
FY 2016	10.689
cumulatively 2016-20	48.662
mean 2016-20	9.732

What is the source of these General Funds revenue and expense numbers?

In DataMaster report F0045 for General Funds (as defined in the Data Cookbook), as well as in the Org Summary in report F0040, the positive balance of revenues minus expenses for General Funds is given as follows (in millions of \$):

Period	Balance (\$ million)
FY 2020	16.676
FY 2019	20.962
FY 2018	16.693
FY 2017	17.150
FY 2016	17.729
cumulatively 2016-20	89.210
mean 2016-20	17.842

(The F0045 report says that these numbers do not include "transfers." Information in the F0040 report seems to indicate that the positive balances would be yet higher, on average, if transfers were included.)

Which numbers are pertinent? Which numbers should we trust? It may be that there is a simple explanation for the discrepancy—some misunderstanding about terminology or the applicability of categories. The administration should state the method by which the numbers in the report to Faculty Senate were obtained, so that faculty can better understand what significance the numbers have. Transparency means that it should be possible for any member of the University community (or for that matter, the interested public) to find the source of past and current information that is being claimed as the basis for future projections.

A question along these lines was asked already at the Budget Forum on Feb. 22nd.

Dear Fac. Senate Com.,

I am Camila de Oliveira Luiz, one of the IELP alumni, and I am writing this letter to show my gratitude and support to the "IELP" department. I came to the U.S. with very basic English skills. At that time, I could only understand the IELP's professors and staff because they are patient and experts in dealing with international students.

During the classes, I could learn English skills that are helping me be a graduate student with a standard of excellence. As a graduate student, I have to write considerably, and IELP classes prepared me so well to do it that I got accepted at the 2021 CMS Northwest Conference with one of my research papers. It was written following the steps I have learned from the IELP excellent professors.

Besides the professors, I have to mention the advisors' commitments and fantastic work. They have such commitment that they answer questions and give support even during their time off. It shows how they work with love, and they have to be recognized for it.

I can also highlight the tutors in the IELP Learning Center, workshops, front desk, and all the infrastructure that IELP offers to the international students. All the support services were, for me, of paramount importance to practice, learn, and improve my English skill while having fun. It is a well-known fact that students learn more while having fun, am I right?! In addition, in adaptation to the U.S. culture, those services are one of the most important to welcome and to guarantee international student success.

As an alumni and an international student, I can say that IELP has an important role to the international students. To keep supporting the students and give them a unique experience as I have had, IELP cannot reduce their structure or staff. PSU needs IELP!

Respectfully,

Camila

March 26, 2021

To whom it may concern:

Ielp not only benefits foreign students, but also benefits domestic Americans whose English is not their first language.

I am one of the beneficiaries of ielp. In 1974, I set foot on this land of opportunity for the first time. I didn't understand English at all, but I had a strong background in mathematics and physics. After I took a few courses in mathematics, physics and chemistry at a community college using a dictionary, I was accepted by PSU. I was very happy at the time. I thought I could learn English by studying science and engineering courses at the same time. As a result, I encountered a lot of difficulties in studying. I basically completed the science and engineering courses before studying liberal arts.

Although I graduated and got a job, I have encountered many pains in my life and work due to the lack of English grammar. So before I retire, I returned to the ielp of psu to complete all courses. My experience shows the importance of the existence of ielp. Although I have retired, if ielp can accept me as an auditor, I will return to ielp to improve my English grammar.

Covic-19 is only temporary. With the effectiveness of vaccination, I believe that the virus will end in the near future. ielp has very high-quality and friendly teachers and effective educational programs. I hope ielp can continue to operate.

Regards,

Nelson Wong

503-944-9047

saibewong@gmail.com



My feedback about my IELP experience

My name is Marouane Alaya. I enrolled in IELP for the 2019 winter and summer term. It was a great experience. I significantly have improved my English proficiency thanks teachers' professionalism, their altruism, as well as their efficient pedagogy. I think the best path of knowledge is learning by enjoying, and this exactly what I have experienced in the IELP thanks to the whole IELP staff, and the facilities provided. I felt very comfortable while following in person or on-line courses. In fact, as a student I benefited from a motivating and well-organized academic environment that allowed me to progress and do my best. For me, the IELP it was like a family where you can learn, socialize and build friendships. In one word, I would say that it was a personal and academic outstanding experience. I recommend anyone who is looking for improving his English skills to enroll in this amazing school. Thank you very much.

Best regards,

Marouane Alaya

Dear President and Senate Committee

My name is Myungsung Mike Shin from Republic of Korea. I graduated in winter 2021 at PSU admitted in 2009.

Before I was admitted at PSU, I started studying English in 2008 through Intensive English Language Program at PSU. I tried to hand in application at PSU, but they rejected my application because of low GPA from high school. Since I decided to admit at PSU, there was no choice, but finishing IELP and getting conditionally admitted at PSU would be my last option I could choose to achieve my dream to be a cardiologist through getting into medical school in the U.S.

Maybe I could have saved money if I detoured to PCC to learn English, but I could not abandon or disappoint teachers who invited IELP to help me take regular classes at PSU after finishing 5th level of the program.

IELP is not just simply English institute program to learn English. It was the program to guide international students who have lower GPA in their high school to give second chance to admit university. Opening such opportunity could lead me to having different motivations and passion to finish education at PSU. Also, IELP led to making atmosphere to understand how I need to prepare to take regular classes at PSU such as introducing regular classes and academic advisor from international student office.

For example, when I graduate at PSU, my total GPA is 2.74 and major GPA is 3.34. Maybe you consider it is lower than others, but the IELP opened an opportunity to take regular classes. Because of their help, I could make this far to graduate.

In spite of personal issues to take 13 years to graduate at PSU, I cannot help emphasizing how important the IELP is in opening rooms of opportunities as President Percy has mentioned about dreamers here in America, but international students equally have dreams sometimes more than Americans.

People outside of U.S thinking about the U.S as land of dream. The reason why there are so many illegal immigrants in the U.S because of the nickname. Dreamers usually have possibilities to be a great one. Education should not differentiate due to money. I understand high level education institutions require money to run the university or pay taxes. However, the main goal should be to achieve social change that we face and keep education alive with giving opportunities for dreamers like me.

IELP did not stop at just making or opening opportunities, but help student provide resources to adjust life around PSU or Portland communities. For example, I could have a connection with Judy Reed, a former director of IELP. She was in Korea in 2007 to recruit students to give them opportunity to learn English and lead studying at PSU. I was the first student among she wanted to recruit in Korea to come to Portland to study English in IELP. She helped me whenever I asked help like writing recommendation letters or if I needed a ride, she rode me the place I needed to go. This connection is still alive even after she retired from IELP and I graduated at PSU. Now, I and Judy are asked by IELP to support the program, together with sharing ideas and thoughts.

At PSU, IELP should be the institution to open opportunities for students who look for second chances to have education. In some cases, we do not expect how people become after education. I made myself how I become after graduated at PSU. My colleagues and teachers at PSU told me they knew what I want to do or what I want to become. Thanks to IELP, which was a great start to get into PSU, I could become the person of current self. If you want to see more possibilities like me to see what happens in future, I would like to suggest to keep the program.

Dear Members of the Faculty Senate,

I am writing in support of the IELP at PSU, as the program is worth saving for several reasons. First, it has a long history at PSU and has experience weathering the ups and downs of higher education. It has already survived several difficult times. I received my Master's degree in TESOL at PSU in 2004, and the program had taken a hard enrollment hit after 9/11, but already was recovering, and in a few more years would be growing and thriving with the influx of students from the Middle East. This experience and history is worth saving, but also speaks to the incredible flexibility, intelligence, foresight, and hard work of the IELP faculty.

This is not a regular group of teachers you have at the IELP. These people are on the frontlines of international education and relations, and they do not take their responsibilities lightly. The faculty's combination of work ethic, intercultural communication skills, empathy, intelligence, and ability to problem solve brings students from differing cultures together and creates an environment not only for learning but also for understanding, building friendships, and overcoming barriers. I realize this happens in all classrooms to some degree, but the IELP classrooms are special, and it is because of the faculty. I worked as an adjunct instructor at the IELP from 2011 to 2018, and it was almost impossible to move up being a full-time instructor, because my co-workers were such incredibly hardworking, dedicated, and truly excellent teachers and PSU staff. I'm certain that most of them work for less than minimum wage if their actual working hours were counted, but they do it because they truly love the work, they are challenged by it, and they aren't afraid to challenge the students, help them grow and become better world citizens. The IELP works towards a better world that honors learning, understanding and empathy, and the faculty are a much more vital aspect of improving international relations than they get credit for.

For these reasons, I urge you to uphold the important history of encouraging diversity at PSU by prizing the IELP rather than crippling it. The students will return, and you have the opportunity now to decide how many return. I hope PSU, under your leadership, continues to be a university that welcomes international students with the infrastructure and faculty to support them well. I hope PSU is proud to invest in diversity and our community and world by supporting the incredibly important goal of encouraging international understanding through education. The IELP is a very special program—please allow it to stay that way.

Sincerely yours,

Rebekah Disbrow

Senior Project Coordinator
PlanB Consultancy/Cumming Corporation

April 16, 2021, 11:16 PM

We were informed more than once that the comment form would be up through the 16th. I tried to go on this morning, but couldn't find it. [A member of the APRCA committee] told me to send my remarks directly to [the Presiding Officer].

If I were on the form, what I would say would be this.

The University did not make a compelling case for retrenchment justification. The University is not facing such a severe financial crisis to justify retrenchment under Article 22, a process only used once in all my time at PSU, decades ago in the 1990s. Additionally, after the March 15th budget meeting, the University announced it would be receiving at least 105 million dollars in COVID relief from the federal government. These funds, designed to support programs and personnel from collapse under the ravages of the global pandemic protect the university from financial "ruin" over and above the necessary bar needed to justify retrenchment. Simply put, they did not make their case that the entire university would face dire financial straits if they did not retrench a widely accredited program for international student inclusion at PSU taught by long term NTTF faculty.

Also, I believe it immoral for the university to proceed with retrenchment of some of the least paid faculty on campus, during a pandemic and while accepting millions and millions in taxpayer support to keep programs and jobs in place. Simply immoral. And it is even more bizarre that the university would seek to retrench a program that directly increases diversity and cross-cultural inclusion, by bringing students of color to campus for years, all the while committing to a credo of anti-racism, diversity, equity and inclusion. The students the IELP serves are almost universally students of color and their presence enriches the experience of the PSU" community. Rather than retrench, during the down time, the university should think creatively and smartly and "redeploy" IELP faculty to directly assist with incoming freshman, transfer students and undergraduates with writing, reading, research and communication skills, as the IELP faculty are all experienced experts in these instructional areas. Let's put student success first and foremost and use the talented IELP faculty across campus helping students achieve linguistically. Another way the university could be creative and forward looking rather than "retrench" would be to change how they recruit international students, invest more time, money and effort, rather than relying on passive recruitment as they do. We know international students are out there and want to come to PSU to study. Regarding the budget, the IELP has been unfairly judged financially as it is a combined credit bearing *and* support unit, yet is seen on paper only as an overly expensive credit unit. And judged unfairly too by the pandemic, with a supposition international enrollment can't bounce back for 3-5 years, even though that premise is speculative at best.

If this is to be a "test-case" for retrenchment or program elimination/reduction on campus, I would hope that it would not be conducted as this has been....targeting a marginalized faculty population while accepting over 105M in public support, cutting positions of long term faculty who could be useful ...*right now*....for PSU's ardent mission of student success rather than redeploying, and all the while embracing of the principles of diversity, equity, inclusion as they seek to dismantle a department which brings only diversity to campus. The case for retrenchment not made and the IELP faculty should be utilized here at PSU, international recruiting expanded

and the program allowed to rebuild via the ongoing merge with OIA and new online and in person programming and curriculum already long in the works.

I teach FRINQ courses, and in the past, I had several international students from the Middle East. They have performed very well in my classes due to the high-quality preparation that they received by the IELP. It is ironic that now, when the Biden administration will open the borders to international students, we will lose this unit that provides indispensable service for student success and retention.

Dear President Percy,

I am Gwen Heller Tuason, and I joined the PSU community 18 years ago. I am a PSU alumna, former graduate research assistant, adjunct instructor in International Special Programs, and a NTTF in the IELP since 2006.

My early years teaching in the IELP were heady times. Our program had exploded with unprecedented enrollment. I cheerfully worked 50, 60, sometimes 70 hour-weeks, making bold statements like “I would do this job for free, I love it so much!” Life was good, but it was also precarious. Never knowing if and how much work I would have from term to term, year to year, I was forced to keep an eye out for other work. When the IELP offered me a multi-year contract, I felt I could finally breathe. This is not my story alone. My IELP colleagues have also dedicated decades of their lives to public higher education while navigating the constant uncertainties and threats to our program, some external--like Covid and Trump policies and some internal--like third-party service providers like Shorelight and Article 22 retrenchment.

I am one voice in the collective body of our 56-year old program which includes NTTFs, academic professionals, adjunct instructors, teacher trainers, student workers, volunteers, community partners, and of course, thousands of students and alumni, of whom some have sent their own children to study with us. All of us are more than statistics and numbers. We are human beings.

I won't go through all of the ways that PSU relies on the IELP for academic support, but I will say that the IELP has many **collaborations** on the PSU campus. Each one of these is inherent to PSU's desire for greater efforts at **diversity, equity, and inclusion**. We work closely with the Department of Applied Linguistics, University Studies, the PSU Writing Center, the PSU Diversity Action Council, the Graduate School, and the Maseeh College of Engineering and Computer Science. Did you know that it's namesake, Dr. Fariborz Maseeh, was a student in the IELP before beginning his bachelor's degree at PSU?

I would like to also point out the **Pathways Program, which is PSU's only pipeline** for international students who have not yet met English proficiency requirements. PSU depends on the IELP to prepare both undergraduate and graduate students for matriculation into their primary path of study. Completion of the Pathways Program satisfies PSU's English proficiency requirement. Nearly 500 students since 2017 have participated in the program with a completion rate of nearly 85%.

We are nothing if not responsive to the needs of the university. Thus, in response to the Trump administration's July 2020 rule that international students must take at least one in-person or hybrid course, the IELP stepped up to offer **three hybrid courses** for new international undergraduate and graduate students. Our ability to quickly expand our services has enabled students who have already met their language requirement to also meet this immigration requirement to enter the U.S. A total of 52 students are currently registered for these courses.

Here is a short article about how these new courses came to be:

<https://www.pdx.edu/news/here-or-there-psu>

We love what we do. We are good at what we do. Despite not having university perks like professional headshots, business cards (until five years ago), or our own course prefix, or tenure. We don't ask for much. We have already had 19 positions eliminated since 2016. We aren't complaining. We just want to continue to do what we do best: foster culturally responsive education across campus and raise the diversity profile of PSU through internationalization.

Thus, we call on the PSU administration to support the continued health and integrity of the IELP. Significant cuts to the IELP undermines PSU's ability to support **diversity, equity, and inclusion**. In the PSU Budget Forum Town Hall, you said Job One of your Presidential Strategic Priorities is "Acting on Equity and Racial Justice." You also said that the University plans to review how its programs exhibit "a fidelity to PSU's values and priorities."

I can tell you that the IELP does this day in and day out. DEI is the very essence of what we do in working with international students on the PSU campus and ushering many of them directly into the PSU pipeline both at the undergraduate and graduate level.

We are leading our own efforts to remain competitive by **currently** merging with the Office of International Affairs (OIA) and redesigning our course offerings. You ended the February Budget Forum by saying "We will get

through this together and emerge stronger." However, with the specter of Article 22 retrenchment looming, the IELP is being crippled in its efforts to complete these important initiatives.

With funding arriving from the American Rescue Plan and a projected Oregon tax refund kicker in 2022, why should PSU move forward at this particular moment to compromise one of its key assets, the IELP, which lives and breathes diversity, equity, and inclusion on a daily basis?

Here's the thing we want you to know: we can help! It doesn't make sense for my colleagues and I to join the employment lines while PSU is gearing up new enrollment initiatives--Open for Fall Open for All --for incoming freshmen and transfer students, a good many of whom are multilingual and are going to need support services that the IELP can provide, namely helping students quickly develop academic language and communication skills AND promoting diversity, equity, and inclusion. These are things my colleagues can do now. Today.

On this one-year anniversary of Covid, I am certain the IELP is ready and willing to welcome the return of our international students who DO want to come back--I know they are out there. I would bank the IELP's international reputation on that.

Thank you for your time and consideration.

Sincerely,

Gwen Heller Tuason

Sara Kuehlhorn Friedman
M.P.A, M.A., Doctoral Candidate

Public Administration Department
Mark O. Hatfield School of Government
Portland State University

March 29, 2021

To the PSU Faculty Senate:

I am a former adjunct instructor for the IELP (2011 through 2015) and have since worked closely with IELP instructors in the context of the Seoul Metropolitan Government 1-year Training Program through the Center for Public Service at Portland State University. I know the IELP to be more than a language program.

- The IELP is a unique and valuable resource that provides excellent instruction, a variety of student support services, helpful advisors, and engaging student activities to support a community of international-student learners at PSU.
- The IELP serves as a pipeline for degree-seeking students who would not be able to enroll at PSU if they did not have access to the pathway. These degree-seeking students generate revenue for the university beyond the revenue they generate when they are in the IELP.
- The IELP has earned a 10-year independent accreditation from the Communication on English Language Accreditation (CEA). I was employed as an instructor during the accreditation process, and I can confirm that the investment made in this process was substantial and worthwhile.

Incapacitating the return of students to the IELP will have a lasting and overall negative effect on the university and its capacity to engage international students who benefit from the language support and instruction the IELP offers. While there is no telling when university attendance will return to a new normal, one point is certain: education the world over is time sensitive. Those interested in studying abroad in the U.S. are going to do so as soon as they feel it is safe. PSU needs the IELP well positioned to facilitate these students' learning in an inclusive and culture-aware setting.

Regards,
Sara Friedman
sark@pdx.edu

Article 22 - 1st 30-day Comment Period

I have been a professional language educator in the IELP for over twenty years. I started as an adjunct instructor and earned my first full-time, 9-month contract appointment back in 2001. I will never forget the number on my first contract. For 9-months of full-time work, I would make a salary of only \$28,719. Flash forward twenty years, and while I now earn more as a Senior Instructor 2 on a continuous appointment, I can attest that we NTTF at PSU have historically been and remain some of the lowest paid and undervalued members of our PSU faculty community.

In light of budget concerns across the university, I was pleased when it was recently announced that PSU is receiving approximately \$105 million in federal relief from the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA). It stands to reason that PSU's budget situation will be positively impacted as a result.

Given the infusion of these CRRSAA funds, does it still hold that the IELP budget situation has the potential to cause ***“a serious distortion of the academic or other essential programs and services of the University if retrenchment procedures were not implemented”*** as stated in Section 2.(b) of Article 22?

It is my understanding that Article 22. Retrenchment has only been used once in the past thirty years at PSU. I am disappointed that we are using it now in the midst of a global pandemic. I am disappointed that we are using it given that PSU has recently received \$105 million in federal relief funds. I am disappointed that the administration sees the IELP as having so much power as to 'distort essential programs and services across the University' if we are not significantly reduced or eliminated.

In truth, the IELP holds very little power. We are all NTTF. We represent some of the lowest paid faculty at the university. We are predominantly women. Our learners are predominantly multilingual students of color. We have consistently experienced marginalization within the university structure. We have been shuffled and moved to a variety of academic 'homes' in the twenty years I have been in the IELP, only to now be facing significant reductions while transitioning to what will hopefully be a more permanent home with OIA. I am concerned that significant reductions to our program will render us ineffective at responding to international market trends in enrollment and programming thereby paving the way for a total elimination of our program in the future.

As other supporters of the IELP will no doubt comment during this period, and as the IELP has commented in our Self-Appraisal Report to the FS and to this forum, we are an expert faculty who are at the top of our specialized field of TESOL. To significantly reduce us now would undermine our capacity to continue to do our impactful work.

Leslie Siebert (she/her), Senior Instructor 2
[Intensive English Language Program \(IELP\)](#)
Portland State University
(503) 725-9178 (work phone)
siebertl@pdx.edu

IELP Accredited by:
[CEA](#), [UCEIP](#), & [English USA](#)

I had the pleasure of working as a program consultant to the IELP from 2012 – 2015 as they went through a rigorous self-study process that culminated in moving from being an excellent program to one of the leading university-based intensive English programs (IEPs) in the country. I have been involved with programs since 1985 when I joined the IEP at Boston University and served as the academic director of that program. Since 2008 I have worked as a consultant to over 30 similar programs across the country. The IELP is one of the strongest programs I have worked with. The IELP has a unique program that meets the needs of a range of students with both academic and professional goals. The faculty and staff are talented, creative and effective. Of most importance is the work the IELP has done to coordinate curriculum with the needs of students matriculating into academic programs at PSU. Students come to the IELP because there is a clear pathway to academic success. That reputation has been building for over fifty years and is a critical component of PSU's ability to attract a diverse population of students. The IELP is also known for the support it provides students beyond simply language learning. The support services, student advising, and engaging student activities help students adjust to academic life and thrive as members of the PSU community. The IELP is critical to the success of Portland State in meeting its mission to educate a diverse community of learners. Programs across the country have been challenged by Covid and the drop in international students. Universities that invest in their intensive English programs will be prepared for the return of these students. Universities that cut these programs will be at a great disadvantage. The IELP at PSU has shown that it can adapt to changing times and is prepared to move forward as an asset to the PSU community.

I teach FRINQ courses, and in the past, I had several international students from the Middle East. They have performed very well in my classes due to the high-quality preparation that they received by the IELP. It is ironic that now, when the Biden administration will open the borders to international students, we will lose this unit that provides indispensable service for student success and retention.

Faculty and Staff Accomplishments in the IELP 2016 - 2020

University service:

Amanda Franzoni

- **Co-Chair:** PSU University Committee Service – *Faculty Development Committee* (2019 - 2020)
- **Member:** PSU University Committee Service – *Faculty Development Committee* (2018 - 2019)

Anne Greenhoe

- **Specialist:** *UNST Multilingual Specialist & Instructor* for Multilingual FRINQ Lab and *Designer and Developer* for Multilingual SINQ Lab (2015-2018)

Della Abrahams

- **Member:** PSU University Committee Service – *Diversity Action Council* (2017-18)

Eowyn Ferey

- **Member:** PSU University Committee Service – *University Writing Committee* (2019 - 2020)

Eric Dodson

- **Co-chair:** *Literacy Education and Second Language Learning for Adults International Symposium*; Portland, Oregon (2017)

Errin Beck

- **Member:** PSU University Committee Service – *Undergraduate Curriculum Committee* (2019 - 2020)

Julia MacRae

- **Member:** PSU University Committee Service - *Reimagining Engineering Education*; Maseeh College of Engineering and Computer Science Committee Service (2019 - 2020)

Kellie Gallagher

- **Member:** PSU University Committee Service – AAUP Strategic Communications Committee (2020 – 2021)
- **Councilor at Large and Unit Representative:** PSU University Committee Service – *AAUP Executive Council* (2017 - 2021)
- **Unit Representative:** PSU University Committee Service – AAUP Unit Rep (2013 – 2021)

Kristi Kang

- **Member:** PSU University Committee Service – *Faculty Senate's General Student Affairs Committee* (2016 – 2019)
- **Member:** PSU University Committee Service – *Faculty Senate's Student Conduct Hearing Committee* (2019 – 2020)
- **Member:** PSU University Committee Service – *CIRR [Committee on International Recruitment and Retention]* (2009 – 2020)
- **Member:** PSU University Committee Service – *CIRR Leadership Team* (2018 – 2020)

Leslie Siebert

- **Member:** PSU University Committee Service – *Undergraduate Curriculum Committee* (2015 – 2018)

Linnea Spitzer

- **Member:** PSU University Committee Service – *University Graduate Council* (2018-19) • **Member:** PSU University Committee Service – *Graduate Council* (2017-18)

University service, con't:

Lori Barkley

- **Member:** PSU University Committee Service – *Diversity Action Council, Curriculum and Pedagogy Committee* (2016-18)
- **Member:** PSU University Committee Service – *PSU Faculty Grievance Panel* (2017-18)

Michele Miller

- **Co-Chair:** PSU University Committee Service – *Faculty Senate's Scholastic Standards Committee* (2019 - 2020)
- **Member:** PSU University Committee Service – *Faculty Senate's Scholastic Standards Committee* (2013 - 2020)
- **Member:** PSU University Committee Service – *Faculty Senate's Constitutional Committee* (2019 - 2020)
- **Member:** PSU University Committee Service – *Academic Advising Council* (2018 - 2020)

Phoebe Daurio

- **Member:** PSU University Committee Service – *Graduate Council* (2020-2021)

Regina Weaver

- **Member:** PSU University Committee Service - *University Faculty Development Committee* (2017-2018)

Sheila Mullooly

- **Member:** PSU University Committee Service – *Diversity Action Council – Communication Committee* (2019 - 2020)

Susan Lindsay

- **Co-Chair:** PSU University Committee Service – *Committees on Committees* (2018-20) •
- Senator:** PSU University Committee Service – *Faculty Senate* (2018-20)
- **Member:** PSU University Committee Service – *Steering Committee* (2018-20)

Published:

Brett Bolstad

- **Edited:** 212 page monograph, *Offender's Personality and Risk of Violence: Issues of Psychological Assessment*; published online by Vilnius University; 2017

David Bunk

- **Published:** book review of *The Role of Higher Education in Promoting Lifelong Learning*; *Adult Education Quarterly*; September, 2017

David Jordan

- **Co-authored:** *Just Do It! Creating Your First You Tube Video Lesson*; *TESOL Connections*, January 2020

Della Abrahams

- **Published:** *Communication Beginnings: An Introductory Listening and Speaking Text for English Language Learners*; *Portland State University Library*; 2017

Errin Beck

- **Co-authored:** *Increasing Lexical Bundles in the Learner Lexicon: Binomial Expressions and the Academic Word List*; *TESL-EJ*, 24(2); August 2020

Julia MacRae

- **Co-Authored:** *Removal of aniline from water by an Fe(II)-nano-Fe₃O₄@PAC heterogeneous catalyst in a Fenton-like process*; *Environmental Engineering Science*; July 2019

Published, con't:

Kristee Emens-Hesslink

- **Co-authored:** *Explorations 1: Grammar for the Experienced Beginner*; PressBooks through Open Oregon; Fall 2019

Lori Barkley

- **Authored:** *Little Shell Language and Culture Program's Conceptual Model, Curricular Scope and Sequence PK-12, and Language Learning Proficiency Scale*; Montana Indian Language Preservation Program; 2019
- **Authored:** *The Little Shell Teacher's and Caregiver's Guide for Semi-immersion Ojibwe at Head Start*; Montana Indian Language Preservation Program; 2019

Phoebe Daurio

- **Co-Authored:** *Beyond the Curriculum: Extended discourse practice through self-access pragmatics simulations*; with T. Sydorenko, Z.W. Jones, and S.L. Thorne; in *Language Learning and Technology*; 2020
- **Co-Authored:** *Using Spoken dialogue technology for L2 speaking practice: What do Teachers Think?*; with V. Laughlin and T. Sydorenko; in *Computer Assisted Language Learning*; 2020
- **Co-Authored:** *Refining pragmatically-appropriate oral communication via computer-simulated conversations*. With T. Sydorenko and S.L. Thorne. in *Computer Assisted Language Learning*, 31 (1-2)
- **Published:** *Let me ask: Yes/no questions*. In *New Ways of Teaching Speaking*, J. Vorholt (Ed.)

Regina Weaver

- **Published:** *Daily Departures: Speed Reading Passages for Low-Intermediate English Language Learners*; PDX OPEN: Open Access Textbooks 24

Presentations:

David Jordan

- **Presented:** *Only Connect: Learning English and American Culture through Service Learning and the SDGs*; AASHE Conference; October 2019
- **Presented:** *Five Tips for Working with Multilingual Graduate Students*; Week of Teaching at PSU presentation; October 2019
- **Presented:** *Being here and being heard: Creating equitable classroom discussions*; (with Margi Felix-Lund, Eric Dodson, and Sandy Sampson); PCC Anderson Conference; 2018 **David Jordan and Peter Brown dos Reis**

Peter Brown dos Reis

- **Co-Presented:** *Only Connect: Learning English and American Culture through Service Learning and Sustainability*; ORTESOL Spring Workshop; 2019

Della Abrahams

- **Presented:** *Open Access Textbook Publishing for ESL Professionals*; ORTESOL Fall 16 Conference

Ella Barrett and Phoebe Daurio

- **Co-Presented:** *Academic and Social Engagement of International Students: Perspectives from Staff and Faculty*; ORTESOL Spring Workshop; 2019

Eric Dodson

- **Presented:** *US Citizenship: Preparing for the Interview*; (with Annie Karras & Angie Kelley); Portland Literacy Council Tutor Conference; 2018
- **Presented:** *Being here and being heard: Creating equitable classroom discussions*; (with Margi

Felix-Lund, Davida Jordan, and Sandy Sampson); PCC Anderson Conference; 2018

Presentations, con't:

Errin Beck (w/ Dr. Theresa Antes)

- **Co-Presented:** *Fostering the acquisition of academic lexical bundles in the intermediate-level classroom: Focus on binomial expressions*; American Association of Applied Linguistics; Atlanta, Georgia; March 2019

Gwen Heller-Tuason

- **Presented:** *In the Zone: Integrating Mindfulness and Public Speaking*; BC TEAL Conference in British Columbia; April 2019

Jenny Stenseth

- **Presented:** *Enhancing Pronunciation Instruction with Speech-Language Pathology Techniques*; TESOL International Convention and Language Expo; 2016

Julia MacRae

- **Presented:** *"Reflective Practice" at Nanjing University of Posts and Telecommunications School of Nanjing, China*; to PSU Business Administration faculty; April 2019
- **Presented:** *Language Teaching Methods and Techniques*; Confucius Institute, Portland State University; November 2019

Kellie Gallagher

- **Co-host & Co-organizer:** Classroom Assessment for Language Teaching (CALT) Conference; PSU; December 2018
- **Guest Lecturer:** *Creating Measurable Student Learning Outcomes*; Jilin HuaQiao University of Foreign Languages; Changchun, China; October 2018
- **Co-presented:** *Bookmarks and Clusters: Two Different Methods of Setting Cut Scores*; English USA Conference (with Dr. Thomas Delaney); 2017
- **Co-presented:** *Two IEP's Collaborative Efforts in Adopting a Commercially Available Placement Test*; Classroom Assessment for Language Teaching (CALT) Conference (with Dr. Thomas Delaney and Dr. Wayne Gregory); 2016

Leslie Siebert

- **Web host and presenter:** *Flipgrid technology workshop*; IELP Fall Remote Professional Development Training; PSU; September 2020
- **Presented:** *Grammatically Speaking: Activities to Improve Grammatical Complexity in Oral Production*; ORTESOL Fall Conference; November 2019
- **Presented:** *Show your work: A framework for implementing portfolio assessment in second language classrooms*. Classroom Assessment for Language Teaching (CALT) Regional Conference; October 19-20, 2018
- **Presented:** *Grammatically speaking: Activities to improve grammatical complexity in oral production*; TESOL International Convention and Language Expo; 2018

Linnea Spitzer

- **Presented:** *Five Tips for Working with Multilingual Graduate Students*; Week of Teaching at PSU presentation, October 2019
- **Co-presented:** *Supporting Multilingual Writers through Writing Center and Tutor Development*; Pre-Conference Institute at TESOL (with Jennifer Staben, Sarah Kirk, Rachel Neubauer, and Gracielle Pereira); Chicago, Illinois. 2018

Lori Barkley

- **Guest-lecturer:** *Personal Experiences with Language Revitalization*; Linguistics 4/518

class Endangered Languages; December 2020

- **Presented:** *How ESL instructors Can Help Educators Find Focus Through the Diversity Lens*; ORTESOL Fall Conference; 2017

Presentations, con't:

Michele Miller and Anne Greenhoe

- **Co-presented:** *Using an Open Access Textbook to Support IEP Students' Transfer of Interdependent Skills and Knowledge to Content-Specific Courses*; American Association for Applied Linguistics (AAAL) Conference; Portland, Oregon; 2017
- **Co-presented:** *Innovative Technology Supporting ESL to Academic Study Transition: Open Access and PebblePad*; American Association of Intensive English Programs Conference; Monterey, California; 2018

Michele Miller, Kristi Kang, and Ella Barrett

- **Presented:** *Beyond Accreditation: Promoting Professional Excellence in IEP Student Services Practices*; EnglishUSA Professional Development Conference; January 2020
- **Presented:** *Thriving in Changing Times: Engagement through Intentional Meaningful Interactions*; EnglishUSA Professional Development Conference; January 2020

Phoebe Daurio and Tanya Sydorenko

- **Co-Presented:** *Beyond the Curriculum: Designing Explicit and Implicit Self-Access Pragmatics Material*; ORTESOL Spring Workshop; 2019
- **Co-presented:** *Affordances of Computer-Simulated Conversations for Refining Pragmatically Appropriate Oral Communication: The Case of the Fulbright Scholars*; American Association for Applied Linguistics Conference; Portland, Oregon; 2017
- **Co-presented:** *Enriching Students' Experience: Collaborative Mobile-Game Play with Native Speakers*; TESOL International English Language Expo; Seattle, Washington; 2017

Sheila Mullooly and Anesa Buric

- **Co-Presented:** *To Empower Is to Be a Novice: Repositioning Learners as Experts*; ORTESOL Spring Workshop; 2019

Awards and Grants:

Brett Boltad

- **Awarded:** *IELP Teacher of the Year, 2017/2018 AY*

Della Abrahams

- **Acknowledgement:** Outstanding former instructor outside of major, as mentioned by seniors and grad students in CLAS for the *2017 JEA Outstanding Teaching Award*

Eowyn Ferey

- **Awarded:** *IELP Teacher of the Year, 2018/2019 AY*

Eric Dodson

- **Recipient:** *PSUFA Professional Development Grant* – to attend Digital Pedagogy Lab, University of Mary; Washington; Summer 2018

Errin Beck

- **Recipient:** *Faculty Enhancement Grant*; for a workshop on Strategic Teamwork; 2016

Kellie Gallagher

- **Recipient:** *Faculty Enhancement Grant*; for a workshop on Strategic Teamwork; 2016

Linnea Spitzer

- **Awarded:** *IELP Teacher of the Year, 2019/2020 AY*
- **Awarded:** *IELP Teacher of the Year; 2015/2016 AY*

Awards and Grants, con't:

Lori Barkley

- **Awarded:** *Potlatch Fund Indigenous Language Revitalization Program Capacity-building Cohort Grant; 2018-2019*

Michele Miller and Anne Greenhoe

- **Grant:** *IELP Pathways Research; IRB Human Subject Research; 2016-17*

Phoebe Duario

- **Recipient:** *Faculty Enhancement Grant; for a workshop on Strategic Teamwork; PSU; 2016*

Samudra Kugel

- **Recipient:** *[with Betty Brickson] President's Diversity Mini-Grant for "A Celebration of Arab Women"; PSU; 2018*

Sheila Mullooly

- **Awarded:** *(first ever) Portland State University Futures Collaboratory Fellowship: 2019 - 2020*

Talisman Sanders

- **Awarded:** *IELP Teacher of the Year; 2016/2017 AY*

Volunteer work:

AJ Brown, Alexandra Cesar, Angelic de Costa, Amanda Franzoni, Davida Jordon, Jenny Stenseth, Julia Macrae, Leslie Siebert, and Regina Weaver

- **Faculty interviewees:** *CEA Reaccreditation Site Visit; summer 2018*

Jamie Radtke

- **Volunteer:** *ESL Instructor at Jackson Middle School, Impact NW; Fall term 2019*

Advancement:

AJ Brown

- **Promotion:** *to Senior 1, 2018*

Brett Bolstad

- **Promotion:** *to Senior 2, 2017*

David Bunk

- **Promotion:** *to Senior 1, 2016*

Della Abrahams

- **Promotion:** *to Senior 2, 2017*

Ella Barrett

- **Graduated:** *Master's of Science in Educational Leadership and Policy, specialization: Postsecondary and Adult Continuing Education; June 2019*

Errin Beck

- **Promotion:** *to Senior 2, 2016*

Jenny Stenseth

- **Promotion:** *to Senior 2, 2016*

Linnea Spitzer

- **Promotion:** to Senior 2, 2018

Other service/accomplishments:

AJ Brown

- **Hosted:** Visiting Chinese Scholar, Jing (Crystal) Zhang; 2018/19
- **Completed:** *Assessment Literacy Development Workshop*; English Language Testing (ELT) Society; October 2020

Eric Dodson

- **Completed:** *Diversity, Equity, and Inclusion: Discovery Certificate Program*. PCC Office of Equity and Inclusion; Summer 2018

Gwen Heller Tuason

- **Proposal Reviewer:** TESOL International Association Conference; 2019

Jenny Stenseth

- **Completed:** TESOL Training for Trainers online course; 2019
- **Proposal Reviewer:** TESOL International Association Conference; 2017
- **Second Reader:** MA TESOL Culminating Project for Lernik Shaverdian, *Culturally Responsive Teaching*; 2018

Kellie Gallagher

- **Completed:** Center for Executive and Professional Education (CEPE) Project Management Certificate; Fall 2020

Michele Miller

- **Completed:** *Certificate of Leadership and Policy*; Student Affairs in Higher Education, PSU; 2019

Leslie Siebert

- **Hosted:** Visiting Chinese Scholar, Xia (Shirley) Liu; 2017/18
- **Second Reader:** MA TESOL Culminating Project for Frankie Weeks, completed project: *Punctuate for Clarity, Purpose, and Meaning: A Proposal for an English Language Teaching Textbook*; 2018
- **Proposal Reader:** *for* Classroom Assessment for Language Teaching (CALT) Regional Conference, 2018

Lori Barkley

- **Member:** *Indigenous Language Capacity Building Cohort* funded by Potlatch Fund for 2018/2019
- **Language Revitalization Grant Team Writer and Member:** *The Native Voices Endowment* awarded to the Little Shell from the *Lewis and Clark Bicentennial Legacy*; 2019

Phoebe Daurio

- **Second Reader:** MA TESOL Culminating Project for Z. Jones, completed project: *Pragmatic Feedback Materials for Simulated Conversations*; 2018

Susan Westby

- **Completed:** *Project Management Program*: through the Center for Executive and Professional Development (CEPE); 2019

“The presence of international students on campus means a greater diversity of options, perspectives, and knowledge to add to the diversity of thought on campus.” --Collegefactual.com

How the IELP can help right now!

In the budget forums held winter term, Provost Jeffords implored faculty to reimagine what we could do to meet the needs of our PSU community in this time of austerity. It doesn't take much for IELP faculty to do that because many of the IELP faculty have a wider range of experience than what PSU gives us credit for. Many of us have worked with domestic ESL student populations as adjuncts at various community colleges. Many of us have taught or volunteered with migrant and immigrant populations. Some of us have worked with first-generation college students and students from non-dominant cultures in the US. Several of us have worked with multilingual students who have physical challenges or learning difficulties as well. We are poised with decades of experience behind us. We can help PSU recover from Covid-19 by opening for fall with a well qualified team of individuals who can be redeployed to meet the needs of students from multiple demographics. But, we can only do this if the administration can see us for the skills we bring and reimagine our jobs at the university.

The IELP faculty generally teach 36 credit hours per year; however, IELP teachers do a lot more than just teaching. Due to the stand-alone nature of our program over the past 15 years, we've all rotated into and out of a variety of roles that served our students or the PSU community. We've created pathway programming for easier transition into the IELP and PSU, run a learning center, created academic support systems, taught student support and bridge classes, served as the multilingual multicultural section leaders for PSU classes, trained tutors, partners and mentors to work with our students, created first-term/transition seminars and courses, offered professional trainings, workshops, and courses for faculty who work with ESL students, developed partnerships with entities both on and off campus, proposed and delivered specialized grant-programs, and written curriculum and programming to serve immediate market demands. We are open to both temporary and permanent redeployment options for our faculty, rather than letting our talented pool of instructors be eroded.

Below are ways we can imagine our knowledge serving PSU to put *Students First* as we *Open for All*.

- Building out infrastructure to support multilingual students
- Improving transition and connection services for multilingual students
- Raising awareness of multilingual students across campus

Transition/Bridge/Support classes (during term)

Currently:

UNST Multilingual Lab [for credit]

- A bridge class for multilingual, multicultural undergraduate learners at PSU
- Delivered through UNST, this course provides students with targeted, need-based instruction in academic and cultural skills that support success in the university context; in addition, students are provided with individually tailored activities designed to help them identify attitudes,

behaviors, and competencies to increase their awareness of their learning style and help contribute to their success in an American higher ed academic context.

- Approximately ⅓ of students taking this course indicate their first language is something other than English. ([FRINQ](#), [SINQ](#) Surveys) First-generation college students (TRIO) also benefit from this lab, as it helps orient them to assignments and develop student autonomy.
- Commit .17FTE per scheduled section, minimum of 4 sections

Suggestions: Currently the multilingual lab is on hold due to low enrollments. Below are some ways insiders suggest to improve enrollments moving forward.

- FRINQ and SINQ instructors have cited feeling awkward about referring students to the multilingual, multi-cultural section. Awareness-raising to help students self-select may be a better way to fill the sections. Perhaps one way to do this is to provide a 'scroll-over' notice *when students register* for FRINQ or SINQ that informs them that there are sections for multilingual, multicultural learners.
- Linda Liu, Director of TRIO Student Support Services, suggests that while these labs help students, students don't want or can't afford to pay for the additional credit-hours. That is not equitable. To that end, perhaps some of the funding provided in the Covid-19 relief package could be disbursed to qualifying students in the form of a small scholarship or grant that covers the cost of the FRINQ and SINQ student support labs. (Conditions to qualify could be designed to fit restrictions of federal aid requirements. This may lift enrollment in all sections of FRINQ and SINQ labs, not just the ones with multilingual, multicultural learners.)
- One final criticism of the labs offered for FRINQ and SINQ are that they are at inconvenient times. Consider a possible scheduling fix by offering labs at alternate times or using online delivery options. Online programming would require FTE designated for course development, but then could run alongside current offerings at the current FTE rate of .17 per section.

IELP Pathway Seminars [for credit]

- A bridge class for ESL-restricted international undergraduate or graduate pathway students
- This course aims to encourage student engagement in classroom and other academic, co-curricular, and extra-curricular interactions. Learners become active and reflective participants in their transition into their degree programs as they complete their first PSU classes, interact with advisors, professors, and PSU staff at different campus resources and identify connections between campus and community opportunities and their educational and career goals
- Continue to fund the course sections for undergraduate and graduate pathways.
- SECTIONS of this class could be opened to serve students arriving for the Open for All initiative and TRIO students, as many of them would benefit from a term-long transitional pathway that helps them understand the systems and resources available at PSU.

Suggestions: Currently the F2F pathway classes are working the way they are supposed to work, with a 98% matriculation rate for students taking these classes over the past year. However, there has been increased demand for an *online version* of this course for students who want to complete this work pre-arrival. Plans for this online course are currently being created by an IELP certified expert in online course design. Additional .33FTE release for development and then .33 for teaching the course is anticipated moving forward. Some of this cost can be recuperated through online course fees.

IELP COVID Hybrid courses [for credit]

- a bridge class for new international undergrad and grad students (not in the pathway)
- This course was developed as a response to immigration requirements for new international students to receive F2F instruction. The course takes elements of our Pathway Seminars and first-term transition class. Fall and winter terms, over 80 undergraduate and graduate students have enrolled.
- This course is expected to be offered until the return of F2F learning.

Suggestions: Continue to provide faculty release time for a rapid-response team members who can respond to programming requests.

IELP 1st term transition class (ACAL) [for credit]

- A course for first term IELP students
- Uses a cohort approach to develop a community of new students as they navigate their first term in the United States and Portland. This includes, but is not limited to, developing intercultural understanding and skills, learning about systems and processes for daily life and academic life and finding ways to engage with the IELP and PSU communities.
- Remain committed to current programming.

Need: University Studies also sponsors a College Success course [non-credit] through the PSU Learning Center. This course, UNST 194/394, covers topics similar to the [Strategies for Academic Success](#) class the IELP offered in previous years. The IELP course was based on TRIO work the course designer had done with multi-cultural, first-generation students prior to coming to the IELP. The key difference between the IELP class and the UNST class, is that the UNST class doesn't cover any specific information about cross-cultural academic work and cultural adjustment issues. It is suggested that similar to the FRINQ and SINQ labs, a multilingual, multicultural section of the College Success be offered as well.

- Commit .17FTE per section per term.
- Some of the funding provided in the Covid-19 relief package could be disbursed to qualifying students in the form a small scholarship or grant that covers the cost of the College Success class. (Conditions to qualify could be designed to fit restrictions of federal aid requirements. This may lift enrollment in all sections of the class, not just the ones with multilingual learners.)

Bridge Programming (Prior to start of studies)

Currently:

Vietnam Scholars summer program

- A 6 week course designed for MCECS to help incoming Vietnam Intel Scholars adjust to campus life, learn about university culture and expectations and build academic communication skills. Delivered prior to the start of the students' first term of study.
- Continue to commit FTE to run this summer program.

Fulbright pre-academic program

- A 3 week course designed for the Department of State for incoming international Fulbright scholars. The program helps scholars develop tools and strategies for living in the United States, understanding university expectations, engaging in university life and building academic communication fluency.
- This partnership is currently on hiatus due to Covid-19; however, positive response to the IELP's programming suggests this partnership will continue when the program resumes
- Continue to commit 1.0 FTE for Spring and Summer terms to run this program as well as funding for 2-3 assistants during summer term.

Need: Currently the PSU Learning Center is gearing up to provide a free summer orientation to students admitted via the Open for Fall, Open for All initiative. The orientation will be delivered by the LC's student tutors and academic coaches. This work is still early in the planning stages, so it is not known how much help will be needed. However, the IELP faculty is well versed in aiding students from a variety of backgrounds in college readiness and transition, whether as part of a summer orientation or first-term/year transition courses.

Language Tutoring and Support

Currently: The IELP Learning Center provides 8 trained language tutors for the IELP's ESL-restricted students. It also has 4 learning center assistants.

Need: There is not currently any *English language support* specific to the needs of *non-restricted* multilingual learners on campus except through the IELP learning center (for an out-of-pocket fee). Some units on campus have committed already to pay this fee for their students, but others have not. This is not equitable because non-ESL students can get appropriate assistance with writing for free at PSU's Writing Center. It is important to note that even students who pass a language proficiency test still often need support with their writing and academic work. It used to be more equitable. However, the former position we sponsored in the PSU Writing Center that supported multilingual speakers was eliminated due to cuts several years ago. The [ESL specialist position](#) included tutoring of students, WC tutor training seminars, and sharing of resources and expertise specific to helping multilingual writers.

'Multilingual' learners can include

- International students who attend 'regular' classes at PSU in both undergraduate and graduate programs
- Domestic students who come from homes where the primary language used for communication was not English. These students often use English as their lingua franca, but have had less exposure to the English language overall, which can notably affect writing skills.

Recommendation:

- The IELP learning center already is poised to provide trained ESL tutors to assist students who need language support services with their language needs, but with the increase in the number of students coming to campus who will potentially need this kind of support (Open initiative) we'd need to recruit and train more tutors. A nominal increase in PSU student fees (\$ 1-2) could

be used to supplement the IELP Learning Center tutoring services for students who need this kind of help. This would make language support services more equitable for all students.

- In addition to the IELP Learning Center full time manager position, commit .33FTE to .5FTE to a specialist position to work on connecting non-restricted students to IELP language services, onboarding more tutors, and to help form a better network of student support for these learners with the different entities on campus who may refer students to these services.
- At a very minimum, reinstate the ESL specialist in the PSU Writing Center to provide basic language support services for international and domestic students who need walk-in help. This plan provides more equitable support for this student demographic at PSU.
 - Commit .33 FTE to the specialist position that includes both tutoring and tutor training.
 - Commit an additional .17 - .33FTE to walk-in tutoring services for the next 3 years to support a variety of multilingual learners in response to the lower GPA admissions requirement for the 'Open for Fall, Open for All' initiative. This will provide for more equitable service coverage for multilingual students by providing additional designated time slots (1-4) each day at the PSU WC.
 - Funding could be provided by an additional small increase (\$1-2) in student services fees collected for the Writing Center's operations. (Actual pay for a .33FTE Sr2 divides out to roughly \$0.48/student/year).
 - Increase visibility for ESL services on campus by adding a link from the Writing Center's and Learning Center's website to the IELP Learning center.
- Graduate students are expected to return more quickly to campus after Covid-19 than undergraduate students according to the PSU administration. However, no entity on campus provides ESL/L2 *linguistic, academic, and professional skills-building* support for international graduate students or visiting scholars. This creates an inequity for international graduate students, who make up 10% of PSU's grad student population. The IELP has been working with the Graduate School to identify a list of more specific service needs for this demographic. Writing support is a must. This work could be combined with the IELP Graduate Student Pathway Coordinator position (.17 FTE).
 - Commit an additional .33 FTE to this area of work, which will provide tutoring and language skills workshops to graduate students.
 - i. Funding for *tutoring* could be provided by an additional small increase in graduate student fees collected for the Graduate School's operations. See grants that support international student scholarship.
 - ii. *Language workshops* (F2F or online) could be available for a course fee paid either by students or their department. Currently writing and grammar workshops exist. Credit bearing option.
 - iii. *Short-term classes* (like YNU) could build international connections and provide pre-academic support for incoming grad students
 - iv. Offer 2-credit *introduction seminar* for new international grad students at PSU (based on Intro to Grad Studies hybrid class)
- The IELP faculty proposes working with GDI on coordinating services in the following capacities

- Serving both international students and refugee/undocumented/permanent residents in conversations/learning/support around racial justice and their experience in a “racialized” country.
- Coordinating with Ed Abroad to serve more BIPOC students who may need language assistance.
- Bolstering the work of the cultural resource centers, including the proposed Dreamer Center and the CAMP program. Work with Diversity and Multicultural Student Service center to connect on how to linguistically support students who seek language support through the different *cultural resource centers* at PSU. Potentially pair with UNST’s efforts to help with academic transition for these students as well.
- Commit FTE to support these services

Tutor and Academic Coach Training Seminars

Currently:

IELP instructors have begun creating online tutor-training resources for students at PSU who work with multilingual, multicultural students using a mini-diversity grant from PSU. These tutor-training modules could be made available to tutors and academic coaches campus-wide to help provide training support for those who may not be versed in helping students from this demographic.

Need: Analysis of current tutor training efforts at several of the student-support entities on campus revealed that often tutors and academic coaches do not receive training about how to meet the specific linguistic or academic cultural needs of ESL/L2 students. Additional in-person tutor training workshops or workshop modules could be provided by experienced IELP Faculty as needed, and funded through mini-diversity grants or other monies received by units for tutor/coach training.

Faculty Development Workshops for working with multilingual, multicultural students

Need: The Office of Academic Affairs (OAA) and the Office of Academic Innovation both provide, among other things, workshops and tool-kits to assist faculty with professional development needs. A good amount of that work currently centers around diversity and inclusion efforts on campus. Indeed, the Diversity, Equity and Inclusion Task Force’s plans at PSU specifically advocate promoting cultural responsiveness in the classroom. While PSU seems to be thinking of diversity, equity and inclusion in a national sense, educators who work with cultural diversity in any dimension often have a well-developed tool-kit of skills that can be shared across disciplines. Being culturally responsive to a multitude of student backgrounds as well as linguistic and academic needs is integral to what the IELP does on a daily basis. Many in the IELP hold a TESOL or TESL degree and have decades of experience in the multicultural classroom. This means we are well versed in teaching materials and methods for students with varied cultural perspectives and linguistic needs.

It’s not just our experience informing our teaching. In the recent past the IELP completed surveys of PSU faculty about their challenges in working with multicultural, multilingual students. This information, originally collected to help us reimagine our own services, provides us with insight into the needs of fellow educators here at PSU with regards to responsive and inclusive efforts in their classroom. (This

concept still proves to be a bit fuzzy for many who teach on campus.) Valuing cultural differences and supporting student voices is what we're designed to do. This makes the IELP a strong partner for OAA and OIA to work with as we "build a culturally responsive and equity driven workforce." It's suggested these units work together to envision how our honed skills can be utilized to support DEI efforts moving forward.

Suggestion:

- Provide workshops or workshop series to share with other faculty how teaching methods and materials can be reimagined to support a wider range of students in the classroom.
- Create a website of resources to help PSU educators understand the challenges and work with international and domestic multilingual learners.
- Commit to FTE to staff this instructional support work, which could be supported through diversity and equity funding.

I am writing in support of the wonderful IELP staff. As a member of the International Admissions team, I know how brutal the last five years have been for international student mobility. I also know how valuable having our own IELP is. It offers bright and academically qualified international students a chance to become part of the PSU community while improving their English as they prepare to transition to their degree programs. I believe we would lose a lot of prospective international students if we did not offer the IELP Pathway. The IELP also offers a chance for short-term and non-degree students to come and learn English. Hopefully, they have a positive experience, get to know the campus and community, and encourage others in their home countries to come to PSU for an education. Finally, as a former ESL teacher myself, I know the skillset required to be an excellent IELP instructor, and how an IELP instructor can be instrumental in fundamentally changing a student's life by helping that student achieve fluency in English. Please consider all of this as you consider the future of PSU's incredible IELP.

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