



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

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 'J. Kerns', with a stylized, cursive script.

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 SING 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.