



**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA

**Faculty of Education**

**Department of Language & Literacy Education**  
100 – 2034 Lower Mall  
Vancouver, B.C. Canada V6T 1Z2  
Tel: (604) 822-5788  
Fax: (604) 822-3154  
Email: [lled.educ@ubc.ca](mailto:lled.educ@ubc.ca)

November 24, 2014

Dean Blye Frank  
Faculty of Education  
University of British Columbia

Dear Dean Frank,

As the final stage in LLED's self-study, we have developed a process for responding to the External Reviewers' recommendations and have scheduled a sequence of activities leading to a strategic plan. This letter and attachments describe that process.

We received the External Reviewer's report in late October, and after providing corrections and seeking clarification on a few items, a final version of the report was posted on the Department website on November 3, 2014. The report's 25 specific recommendations were excerpted (attached), and by clustering the recommendations, four areas of concern were identified. Those areas are: workload, program/course revision, the graduate experience, and sustainable and ethical growth.

Mandates and leadership for the four work groups dedicated to those areas were identified, a fifth group charged with writing the strategic plan for LLED was added, and the overall plan was presented for review and approval at the November 20 Department meeting. The final version of those mandates, along with a timeline and the names of work group chairs, is attached.

Each group is charged with developing an analysis of the issues related to its area of concern and an action plan to address those issues. Initial work will include collecting data, defining problems, and surveying faculty, staff, and students. Comparisons will be made with other units both within and beyond UBC. We expect to draw on external expertise in the form of colleagues at other institutions who will provide feedback on aspects of our developing plan. Throughout the process, work groups will report progress to the Department, accept input, and begin to develop action plans. Draft action plans will be circulated and discussed, and the Department will dedicate a full-day retreat for consideration of a preliminary strategic plan in April.

This final stage of the Department's self-study will involve us in activities well beyond our regular academic, service, and administrative duties. To support and guide this important work, a budget is

proposed and attached. We believe our request is modest but crucial to the process: we are asking for GAA funding to support each work group, a stipend for two external reviewers to provide critical feedback on revisions to our programs, and money to pay for space and catering for the all-day retreat at which the penultimate draft of the strategic plan will be discussed.

I have been pleased by the Department's enthusiastic response to this challenge. I believe that your hope that these plans not end up on shelves unread will be answered by the process we have developed, and I look forward to the revised LLED that will emerge from our discussions. I would be happy to answer any questions you might have.

All the best,

A handwritten signature in black ink that reads "Anthony Paré". The signature is written in a cursive style with a horizontal line at the end.

Anthony Paré  
Professor and Head  
Language and Literacy Education

cc: Jude Tate, Advisor to the Dean