

# LLED SELF-STUDY 2008-2013

June 2014

Steven Talmy, LLED Deputy Head  
Lia Cosco, LLED Administrative Manager  
Meike Wernicke, LLED Department Researcher  
Anneke van Enk, LLED Instructor

## CONTENTS

1. Executive Summary .....	4
1.1 Strengths .....	4
1.2 Challenges.....	5
1.3 Opportunities.....	5
1.4 Alignment with University Strategic Plan .....	6
1.5 Method for the Self-Study .....	12
2. Overview of LLED .....	14
2.1 A Short History of the Department.....	15
2.2 Academic Programs .....	16
2.3 Affiliated Programs and Centres.....	17
2.4 Governance .....	22
2.5 Strategic Priorities.....	24
3. Undergraduate, Post-Baccalaureate, Certificate, and Diploma Instruction & Learning.....	25
3.1 The Bachelor of Education Program.....	25
3.2 Diploma and Certificate Programs.....	27
3.3 Enrolment and Recruitment .....	28
3.4 Instructional Models, Assessment of Learning.....	30
3.5 Teaching and Learning Evaluation and Effectiveness.....	31
3.6 Undergraduate Student Advising.....	32
4. Graduate and Postdoctoral Studies .....	33
4.1 Graduate Programs.....	33
4.2 Graduate Student Recruitment, Enrolment, and Completion .....	38
4.3 Structure, Curriculum/Pedagogy and Assessment.....	40

4.4 Graduate Student Advising .....	42
4.5 Faculty Student Supervision .....	43
4.6 Graduate Courses .....	43
4.7 Research Mentoring .....	43
4.8 Environment Resources for Graduate Students .....	44
4.9 Student Awards and Finances .....	45
4.10 Graduate Student Research Productivity .....	45
4.11 Post-Graduation Outcomes .....	46
4.12 Graduate Student Report.....	47
4.13 Post-Doctoral Fellows.....	49
4.14 Critical Evaluation .....	49
5. Scholarly & Professional Activities.....	51
5.1 Research Intensiveness and Dissemination .....	51
5.2 Faculty Awards and Distinctions .....	52
6. Service & Community Partnerships.....	54
7. Aboriginal Engagement .....	55
7.1 Expanding Curriculum Developments.....	55
7.2 Research Collaborations .....	56
7.3 Community Relationship and Professional Development Opportunities .....	56
8. People & Outstanding Work Environment .....	58
8.1 Results from the Faculty Survey.....	58
8.2 Results from the Student Survey.....	60
8.3 Results from the Staff Survey .....	61
8.4 New Hires, 2003-2013 .....	61
8.5 Promotion and Tenure, 2003-2013 .....	61
9. Governance, Administration, and Resources.....	62
9.1 Critical Analysis of LLED Governance, Administration, and Organizational Structures .....	62
9.2 Human Resources.....	64
9.3 Budget .....	65
9.4 Financial and Operational Sustainability .....	66

10. Response to 2003 Review.....	68
10.1 Issues Receiving Response .....	68
10.2 Issues Remaining .....	69
10.3 Head's summary .....	71

# 1. EXECUTIVE SUMMARY

Guidelines for the scope and content of Module 1 derive from the “Principles, Procedures and Guidelines for External Academic Unit Reviews” memo from the UBC Vice-Provost and Associate Vice-President Academic, dated March 1, 2013 (see especially p. 6). It is intended to “provide a brief, critical, high-level overview of the unit, summarizing strengths, challenges and opportunities related to the delivery of the academic programs, research and service activities for which the unit is responsible and their alignment with the university strategic plan.” Also included in this section is some detail on the methods used to create this report. Acronyms used in the self-study can be found in Appendix 1A.

## 1.1 Strengths

- LLED remains among the top two language and literacy education departments nationally, and is widely recognized internationally for its programmatic expertise.
- Members of the LITR group are internationally known and respected. There are three Past Presidents of the National Reading Conference (now Literacy Research Organization, the largest research-based literacy association in the world). Two faculty are members of the IRA Reading Hall of Fame.
- LLED faculty are highly successful in Tri-Council funding, publication, teaching, and community engagement.
- Graduate students have been very successful in Tri-Council funding, as well as refereed publication and conference presentation work.
- LLED is a key stakeholder and contributor to the Faculty of Education’s B.Ed. teacher education programs. Internationally recognized faculty in the professor- and professor of teaching-streams are engaged in B.Ed. teacher education.
- LLED’s Diploma and Certificate programs are popular and heavily subscribed.
- LLED is host to three important Centres in the university, is a founding partner in a fourth, and serves as departmental home to the English for Academic Purposes Director for the new Vantage College.
- LLED is departmental home to two Distinguished University Scholars and the recipients of eight Killam Awards for Teaching excellence.
- LLED has been home to a Tier One Canada Research Chair (in early literacy) since 2000.
- LLED has generated its own revenues in highly productive and innovative ways. Particularly noteworthy is the revised budget model that was implemented in 2010 for LLED’s key role in the teaching endeavors of the UBC-Ritsumeikan Academic Exchange programs. LLED’s earnings from these ventures have led to departmental earnings that sustain departmental scholarly priorities and activities, and especially, LLED graduate students, both incoming and continuing.

## 1.2 Challenges

- Faculty renewal at the assistant professor level across all program areas in LLED is an urgent need.
- Workload inequity is an apparent problem, particularly related to service work and graduate student supervision.
- Low morale, lingering mistrust, and a divisive atmosphere make the workplace environment in LLED less than acceptable.
- LLED needs to recommit to transparency and accountability in all areas of leadership and governance.
- An uncertain financial climate has created pressure on LLED to generate its own revenues; even though LLED has had success in this effort in the past, access to the funds it has generated has become unclear.
- The downloading of administrative tasks to overloaded faculty and staff continues. LLED needs more administrative support (e.g., clerical, IT, graduate admissions at peak times).
- Process and procedure for awarding Merit remains unclear.
- Modern Languages Education needs more faculty for programmatic sustainability and development.
- The elimination of French language leadership positions in LLED has resulted in significantly decreased visibility of French language education programming in the department.
- Literacy Education needs to continue to attract more M.A. and Ph.D. students.
- LLED has no current Mission Statement or Strategic Plan.
- There are continuing uncertainties about the status, resources, and future direction of the [Digital Literacy Centre](#) (DLC).
- Despite several updates in recent years, the departmental website still demonstrates the need for effective, timely communications about departmental programs, people, accomplishments, and identity.
- LLED's alumni engagement remains undeveloped.

## 1.3 Opportunities

- A joint ALSED/LITR hiring plan (see Module 9, Appendix 9B) has been developed and needs to be acted upon as soon as possible to ensure programmatic sustainability and development. Should the plan be implemented, LLED will soon be infused with new people, energy, and expertise that offer opportunities in research, teaching, and programmatic development.
- Continuing interest in ALSED offers intriguing opportunities for future directions and growth in the Asia-Pacific community internationally. Relatedly, LLED has the opportunity to build upon its fledgling Asia-Pacific Languages in Education stream, where there is growing demand for graduate education.
- Online/distance programs can offer an important area for continued growth, as can collaborative efforts with other language-oriented departments at UBC.
- With the recent retirement of LLED's Tier One Canada Research Chair has come an application for a new CRC. Should the CRC be approved (in the next year or two),

- opportunities abound for scholarly leadership and new directions in language and literacy education regionally, nationally, and internationally.
- A new Head of Department, Dr. Anthony Paré, joins LLED in July 2014, and with him comes hope of new opportunities for departmental leadership, vision, and renewal.
  - LLED will be relocating to a new building in 2015/2016, which will hopefully alleviate the challenges the department currently experiences with respect to its physical plant.
  - The reactivation of the professional Ed.D. in LITR will likely commence in 2015, which will provide additional opportunities for programmatic sustainability and growth.
  - ALSED continues to field multiple offers from abroad (especially China) to provide professional and teacher education programs that could offer potential for sustainability and development in department research and teaching opportunities. Currently, ALSED does not have the capacity to participate to its full potential in such programming, but there are possibilities for doing so with future hires, particularly in TESL.
  - With the July 2014 appointment of Dr. Sandra Zappa as Assistant Professor and AEP Director at Vantage College comes future opportunities for research and leadership in the area of English for Academic Purposes.

## 1.4 Alignment with University Strategic Plan

UBC's Strategic Plan, [Place and Promise](#), consists of three "core commitments," *Student Learning*, *Research Excellence*, and *Community Engagement*, as well as six additional commitments that "support UBC's core mission, capitalize on strengths and focus attention on where the University most needs to grow": *Aboriginal Engagement*, *Alumni Engagement*, *Intercultural Understanding*, *International Engagement*, *Outstanding Work Environment*, and *Sustainability*. Details for each of these commitments can be found at the link above.

What follows is an accounting of the work that LLED has been doing as it relates to Place & Promise commitments. These summaries were generated in the second departmental Self-Study retreat, in May 2014. This may form the basis of the development of LLED's own strategic plan (see Section 2.5).

### 1.4.1 [Student Learning](#)

Graduate students are provided numerous and varied opportunities for transformative teaching and learning experiences in LLED. These include:

- Instruction in current theory, research, and practice in courses across all program areas
- Inclusiveness in all course offerings, across languages, cultures, class, race/ethnicity, special needs, domestic/international status.
- Innovation through digital courses/delivery, i.e., online courses and online cohorts for students across BC and in other provinces who are unable to attend UBC.
- M.Ed. cohorts for in-service K-12 teachers, which operate both throughout the Lower Mainland and across Canada online.
- Collaboration across departments (e.g., course offerings, programmatic collaborations, supervisory committee memberships).
- The LLED Apprenticeship Seminar Series.

- UBC-Ritsumeikan Academic Exchange Programs' Brown Bag lecture series.
- Intensive, one-on-one faculty support and mentoring for scholarships and awards, both external and internal to UBC.
- Ongoing graduate program renewal and development, responsive to new needs at UBC and in the community.
- Intensive scholarly, practical, and financial support from UBC, the Faculty of Education, LLED faculty, and LLED student peers for regional, national, and international conference presentations.
- Intensive scholarly, practical, and financial support from UBC, the Faculty of Education, LLED faculty, and LLED student peers for scholarly writing for publication.
- Departmental and faculty support for student-led interest groups (e.g., TESL writing group; social class interest group; discourse analysis working group; grant writing; peer writing groups).
- The Faculty of Education's [Noted Summer Scholars program](#), which allows departments to invite renowned scholars from other institutions to teach a summer course for their graduate students every summer.
- Contributions to graduate student learning and capacity building at other universities in Canada and internationally through invited lectures, workshops, short courses, graduate thesis support, and other engagement by LLED faculty.

In tandem with the Faculty of Education Teacher Education Office, LLED also provides undergraduate students rich teaching and learning experiences. Important examples of this include:

- Instruction in current theory, research, and practice in all LLED course offerings.
- Inclusiveness in all course offerings, across languages, cultures, class, race/ethnicity, special needs. Notable here is LLED's leadership in arguing for, developing, and teaching the following courses required of all B.Ed. students (elementary/secondary respectively): [LLED 353: Teaching and Learning English as an Additional Language: Elementary](#), [LLED 360: Classroom Discourses and Teaching English Language Learners: Secondary](#) and [LLED 361: Literacy Practices and Assessment: Secondary](#). Also notable are the courses offered through the UBC-Ritsumeikan Academic Exchange Programs, which are open to UBC undergraduates.
- Ongoing review and renewal of all LLED curriculum and instruction in the B.Ed. and Diploma and Certificate programs.
- Ongoing review and renewal of B.Ed. cohort thematic and pedagogical foci in response to emergent needs in the public school community. This has led to new cohorts: [International Baccalaureate PYP/MY/DP](#) (2014/15), [Montessori](#) (2014/15), and [Teaching English Language Learners through Problem-Based Learning](#) (2012/13).
- Leadership and participation in the Faculty of Education's [Indigenous Teacher Education Program \(NITEP\)](#).
- Participation in the [West Kootenay Teacher Education Program \(WKTEP\)](#), located in Castlegar, BC, and surrounding communities.
- Leadership and participation in the successful [French Language and Global Studies \(FLAGS\)](#) program.
- Multi-section course articulation (across LLED 350/351 and 353) to provides curricular complementarity and coherence.

- [Community Field Experience practicum](#) for learning placements in out-of-school educational contexts.
- Non-credit specialty courses and certificates (e.g., a 15 hour course on assessment, ELLs).

### 1.4.2 [Research Excellence](#)

LLED faculty are involved in creating a scholarly community that focuses on mentorship and the integral participation of graduate students in knowledge production, application, and mobilization. Faculty and graduate students publish in top tier journals and publishing houses in their respective fields. Many faculty serve on the editorial boards of top-tier journals; many have guest-edited special issues of top journals. The research in the department addresses a wide range of current topics, issues, and contexts in language and literacy education at the leading edge of theory and practice, both locally and globally. Research in LLED has made significant scholarly contributions and we have several faculty members who are recognized as world leaders in their respective fields; we have two Distinguished University Scholars (Norton and Duff) and are currently underway with renewal of our Tier One Canada Research Chair. LLED also provides a forum of dissemination of research findings from members of the departmental and wider scholarly communities (faculty and other established scholars, as well as students). In response to needs expressed by students, LLED is offering a growing range of robust research methods courses, especially in qualitative research, including several forms of discourse analysis, qualitative research interviewing, narrative inquiry and narrative analysis, ethnography of communication, and other introduced in a recently developed doctoral seminar approaches (e.g., Indigenous approaches, case study, mixed-methods research). Comments from the Student Survey indicate a need for more research methods courses, and LLED has made a significant start in this area, constrained as it currently is by limited graduate FTE.

### 1.4.3 [Community Engagement](#)

LLED is engaged in extensive community engagement locally, nationally, and internationally. For example, Dr. Jim Anderson's Parents As Literacy Supporters project engages researchers in local contexts of family literacy (refugee populations). M.Ed. cohorts have been developed in response to local needs and constraints on travel to UBC; thus, cohorts have been developed in Abbotsford (TESL), Delta and Surrey (Literacy), and across Canada (French cohorts online). Dr. Ken Reeder's Vancouver Reading Tutor Project was conducted over a four year span in four inner-city designated schools in Vancouver. Indigenous community engagement has increased dramatically in LLED in recent years through new certificates, programs, courses, faculty hires, and the award of the Professorship of Indigenous Education in Teacher Education to Dr. Jan Hare. Engagement with local Chinese communities and school districts offering Chinese language education has increased substantially through the Centre for Research in Chinese Language & Literacy Education, as well.

This work needs more visibility, promotion, and valorization at UBC and beyond, even by our own community, which tends to focus more on students on our immediate campus. There is also considerable work required to develop and administer these cohorts, which is not fully appreciated by the university.



Internationally, we are engaged in projects across the globe, from Africa (Kenya, Uganda, Botswana, South Africa), to the Caribbean (Haiti, Jamaica), to East Asia (China, Japan) in program development, research and capacity building (in terms of policy, curriculum, and research). We also contribute to this goal by recruiting outstanding graduate students from these communities.

#### **1.4.4 Aboriginal Engagement**

LLED has made significant contributions to teaching and curricula development in Indigenous languages and literacies. In addition to the M.Ed. program in Indigenous knowledges and pedagogies, LLED faculty have developed an early immersion certificate/diploma program (which, once implemented, offers important future opportunities for Aboriginal engagement). Faculty have recently initiated/collaborated on a graduate course co-taught with five other leading universities and tribal colleges, in addition to a variety of Indigeneity institutes over the past years. LLED has also effectively engaged with Indigenous communities through funding at various levels: locally in the form of language revitalization gatherings across BC, nationally and internationally with the SSHRC sponsored workshop titled *The Intersection of Language, Learning and Culture in Early Childhood: Family, School and Community Contexts* held in May, 2013 that featured several Indigenous Scholars and Educators, and internationally through Indigenous language and cultural education. Dr. Jan Hare has contributed to transforming education in ways that are more inclusive of Indigenous ways of knowing and approaches to learning with a research program that extends from early childhood education to higher education. She is engaged in several curriculum projects supporting the professional development of in-service and pre-service educators. This includes the development of a new MOOC (massive open online course) titled, “Reconciliation through Indigenous Education.”

#### **1.4.5 Alumni Engagement**

LLED does not currently engage with its alumni satisfactorily. Although we have anonymous donors and former students donating to create awards, we can do more in terms of direct contact with LLED graduates. Some ideas toward this effort include:

- A dedicated list-serv for alumni;
- A yearly alumni newsletter;
- A section of the LLED website devoted to alumni, including current research and/or teaching activities, employment profiles, and so forth;
- Invitations to former graduates to be visiting scholars;
- Engaging with the Faculty of Education alumni liaison;
- Sponsorship of public events for former students/alumni to give talks on their research, job searches, and professional activities;
- A survey of recent graduates regarding program satisfaction and areas in which additional coursework/emphasis would have been (or would be) helpful for professional development.

Relatedly, LLED also must do more to involve its emeriti faculty. The LLED website has a section for them, but it remains blank. LLED could involve emeriti faculty in advising or mentoring graduate students, teaching, or in funding drives, award and scholarship vetting, and so forth.

#### **1.4.6 Intercultural Understanding**

Language and literacy is at the heart of intercultural understanding; virtually all of the scholarly and pedagogical work that LLED faculty are involved in serves to raise critical awareness about diversity. Our teaching, research, and service within the department, faculty, and university more widely reflect our commitment to intercultural understanding, including diverse histories, cultures, languages, perspectives, and identities. Through participation on the advisory committee of the Centre for Intercultural Language Studies, members of LLED also engage in research and knowledge mobilization related to intercultural understanding. CRCLLE also provides symposia, workshops, and research activity related to intercultural and multilingual development involving Chinese. Other innovations in this area include the inquiry seminars in the new teacher education program and international practica (extended teaching and learning experiences), and opportunities for TESL Certificate coursework in Japan (and reciprocally, for Japanese students on our campus). Our student population is very diverse; we have played a leading role at UBC in intercultural understanding and could play a larger role as the student body continues to diversify.

#### **1.4.7 International Engagement**

The department attracts a large number of international undergraduate and graduate students from diverse backgrounds and is extensively engaged internationally, from its research commitments abroad to its central involvement in the UBC-Ritsumeikan Academic Exchange Programs. Indeed, as our activities outlined in Section 1.4.3 above suggest, community engagement for most LLED faculty *is* international engagement. However, we have the intellectual resources, expertise, and will to engage in international initiatives that include under-resourced contexts such as the Caribbean, Sub-Saharan Africa, and South America, yet the UBC strategic initiatives focus predominantly on East Asia (China) and India. We also have faculty members engaged in research and teaching with Indigenous faculty and students in national and international contexts (e.g., Ontario and BC, Hawai'i, Alaska, New Zealand).

#### **1.4.8 Outstanding Work Environment**

There are various activities and structures in place in LLED that support a positive work environment, including:

- The many social events coordinated by the Graduate Peer Advisors and Social Committee (Graduate Orientation, occasional social events during the term, Winter holiday party, end of term party, convocation event);
- Collegial department meetings every month, in which faculty, students, and staff accomplishments are recognized;
- The LLED Apprenticeship Seminar Series and the LLED Research Seminar Series coordinated by Steven Talmy;
- Timely and efficient communication from leadership concerning workplace issues that affect all faculty;
- Participation in departmental service to ensure that the work of the department is done by all;

- An expert and collegial office staff.

Current challenges that diminish the work environment include:

- Morale issues yet to be resolved regarding recent problems/history;
- People working at home, resulting in less faculty presence or face-to-face interaction (with each other and with students) on campus;
- Inequitable workload distribution (see results from the Faculty Survey, Section 8.1.4);
- Inconsistent attendance at department meetings;
- Lack of discussion of large scale changes in university administration, policies, economies, leading to anxieties, difficulty planning for future, expectations of faculty, differences between tenure stream faculty and non-tenure stream faculty work lives, etc.

### 1.4.9 [Sustainability](#)

LLED responds to sustainability in terms of social, economic, and environmental pressures in various ways:

Socially, we engage with research and community needs in order to make programs more sustainable, productive (whether in Canada or abroad, e.g., Botswana), or revitalizing (Indigenous communities). We acknowledge place-based learning and knowledge(s) and work to value different notions of sustainability, including eco-literacies and other forms of environmental respect.

We aspire to be deeply engaged in terms of global citizenship as educational partners and leaders, for example, through the UBC-Ritsumeikan Academic Exchange Programs (UBC-RITS) “Global Citizenship” courses and cohort, and through recruiting excellent international students many of whom may return to their countries/communities to effect change in a sustainable way.

Online and off-campus cohort programs, in addition, contribute to economic sustainability and wider programmatic offerings and engagement, which contribute to the department’s viability. Along the same lines, a greater use of online/digital tools and websites for communication reduce paper and make our work more easily accessible and inclusive (when people are not on the UBC campus), promoting greater environmental sustainability.

In terms of economic sustainability, in addition to the online and off-campus courses and programs already noted, faculty renewal and strategic hiring of entry-level faculty will contribute to greater sustainability of our programs and department and will evolve as fields also change. To this end, we also aspire to further diversify our forms of revenue and support, as has been the case with UBC-RITS, cohorts, certificates, and other forms of revenue-generation, in ways that both have academic merit and integrity and add to sustainability.

Ensuring that we are good stewards of our financial resources means that we need to review curriculum and course enrollments to ensure that we can offer courses with enough students to make them not just current but relevant and viable.

Attracting and admitting top students to our programs is also key to our sustainability and relevance in the Faculty of Education. Funding helps support them but also constrains the numbers we can

accommodate. To help foster greater sustainability of graduate programs we need to seek out additional resources in the form of major faculty grants, for example, and revenue streams such as UBC-RITS earnings.

## 1.5 Method for the Self-Study

This self-study was a collaborative undertaking drafted by many members of LLED, both faculty and students. The study's various foci were determined by the "Principles, Procedures and Guidelines for External Academic Unit Reviews" memo from the UBC Vice-Provost and Associate Vice-President Academic, dated March 1, 2013. The study's implementation was overseen by a four-member team in LLED coordinated by Dr. Steven Talmy, Deputy Head, and Ms. Lia Cosco, Administrative Manager. Substantial portions of data generation, analysis, and writing and revision were undertaken by Dr. Meike Wernicke, Department Researcher, with assistance from Dr. Anneke van Enk, LLED Instructor. Below is a summary of the self-study process:

- Between October 2013 and May 2014, the review team formally met ten times for a total of 17 hours to coordinate data generation, analysis, and writing activities for the study.
- In November, all LLED faculty were asked to submit updated CVs to the review team.
- In December and January, six different groups of LLED faculty, in addition to individual faculty members, were invited to contribute written accounts of various areas and subjects as enumerated in the Vice-Provost's memo (e.g., ALSED/LITR/LIBE program areas, undergraduate/graduate curriculum and instruction, Aboriginal engagement, budget, administrative structures, etc.). These were submitted to the review team in early February and subsequently revised and edited to conform to self-study mandates.
- In January, the team developed three separate online surveys in collaboration with Dr. Shawna Faber, faculty member in Educational and Counselling Psychology, and Special Education (ECPS) charged with this task. The surveys were open from February 4-15, and generated responses from faculty members (n=22; 76% response rate), staff (n=4; 100% response rate), and students (n=44; 23% response rate). A fourth survey, conducted simultaneously, invited students to list their publications and conference presentations (n=17).
- Relevant metrics were solicited from the Faculty of Graduate and Postdoctoral Studies (G+PS) and UBC's Office of Planning and Institutional Research (PAIR) with the assistance of Shawna Faber (ECPS).
- Two two-hour department retreats were held with LLED faculty in February and April to provide updates on the self-study and to generate additional data. During the February retreat, 19 faculty members were organized into three focus groups to provide feedback on the department's response to recommendations made in the 2003 External Review. At the April retreat, 12 faculty members engaged in a collaborative brainstorming and writing session aimed at articulating department activities in terms of UBC's Strategic Plan, Place and Promise.
- In April and May, intensive analysis, writing, and revision were undertaken by the review team.
- In mid-May, a draft version of the self-study was circulated to LLED faculty for review and feedback.

- In late May, feedback and requests for revision from 14 of 29 LLED faculty members were incorporated into the final document. A final copy was uploaded to Connect for submission to Dean Blye Frank on June 4, 2014.

## 2. OVERVIEW OF LLED

Guidelines for the scope and content of Module 2 derive from the “Principles, Procedures and Guidelines for External Academic Unit Reviews” memo from the UBC Vice-Provost and Associate Vice-President Academic, dated March 1, 2013 (see especially p. 6). It is aimed at providing “a short history of the unit, including a summary of academic programs, organizational and governance structure, relationships internal and external to UBC, and a discussion of the strategic plan and priorities of the unit.”

The [Department of Language & Literacy Education](#) (LLED) is one of four departments and one school in the [Faculty of Education](#) (FoE) at UBC. It is the smallest of the four departments. Departmental priorities include research, teaching, and collaboration with educational communities at the local, national, and international levels to advance the study of language in learning, and the teaching and learning of languages, literacies, and literatures, broadly conceived. LLED has substantial curricular and pedagogical commitments to the teacher education programs administered by the [Teacher Education Office](#), the FoE’s post-baccalaureate K-12 teacher licensure unit, which enrolls several hundred teacher candidates every year. LLED also runs [graduate programs](#) at the M.Ed., M.A., and Ph.D. levels, in literacy education, modern languages education, Indigenous language and literacy education, teaching English as a second language, and teacher-librarianship. LLED is a primary collaborator in UBC’s largest and longest-running academic exchange program (the [UBC/Ritsumeikan Exchange Programs](#)), is departmental home to two Faculty Centres: the [Centre for Research in Chinese Language and Literacy Education](#), and the [Digital Literacies Centre](#), and is a key partner in a cross-Faculty university centre, [Centre for Intercultural Language Studies](#),

There are currently 23 faculty in the tenure-track professor stream, six in the tenure-track professor of teaching stream, three 12-month lecturers, 35-40 sessional instructors, and 20-25 graduate teaching assistants (also see Section 9.2).

In 2013-14, there were 190 graduate students in the department: 105 M.Ed., 21 M.A., and 64 Ph.D. These numbers include 26 M.Ed., 6 M.A., and 27 Ph.D. who are international students. Profiles of LLED faculty can be found here: <http://lled.educ.ubc.ca/faculty-and-staff/>. Several Ph.D. student profiles are available here: <http://lled.educ.ubc.ca/students/current-students/student-profiles/>. The Graduate Student Report can be found in Section 4.12; a summary of results from the Student Survey are located in Section 8.2.

The physical space occupied by LLED has not changed since the previous department review of 2003. The department is located in two temporary buildings constructed in 1971 (Ponderosa E and F). The department is scheduled to move to a new building in November 2015. The associated UBC-Ritsumeikan Academic Exchange Programs is housed in a separate building, located approximately 6 blocks from the Ponderosa Annex.

UBC’s Building and Grounds has a five-level system to determine the custodial attention that different buildings receive. The Ponderosa buildings are rated a “5,” titled [Unkempt Neglect](#), which is the lowest category.

Ponderosa E has 5 classrooms, one photocopy room, one seminar room, a departmental meeting space, a lounge, a small printer room, and 15 offices. The lounge and offices are located on the 2nd

floor and are not wheelchair accessible. The classrooms are small and poorly ventilated. Courses are also scheduled in other buildings, usually Scarfe. Equipment in the classrooms is minimal and outdated, and wireless connectivity is an occasional problem. The Library is about three blocks away.

Ponderosa F houses the Digital Literacy Centre, the Centre for Research in Chinese Language & Literacy Education, eight offices (including that of the Graduate Programs Assistant), and one shared graduate student office. Bathrooms are on the second floor and are not wheelchair accessible. The building has had frequent rodent and insect problems and the heating system often fails.

The department has no committed research space for large research projects. Overall, the physical plant is inadequate for pursuing LLED's educational, professional, scholarly, and service mandates. There is a serious lack of informal learning and social space for post-baccalaureate and graduate students.

The UBC-Ritsumeikan Academic Exchange Programs is located in Ritsumeikan House, a designated student dormitory. It has five offices, four small classrooms, and a tatami room used for ceremonial purposes.

## **2.1 A Short History of the Department**

The first doctoral program available in the Faculty of Education (the Ed.D.) was offered by the Reading Department in the 1970s. The 1980 reorganization of the FoE brought the Departments of Reading, English Education, and Modern Languages together to form the Department of Language Education (LANE). In 1983, this grouping was expanded to include Library Education.

In 1981, LANE had 41 tenure-track professors, 12 M.A. and 5 Ed.D. students, with no teaching assistants and only one sessional instructor. Most professors were involved in the teacher education program; the first SSHRC-funded research in LANE was conducted by Dr. Kenneth Reeder in 1982.

In 1994, FoE departments assumed responsibility for Ph.D. programs from the Center for the Study of Curriculum and Instruction. That same year, LANE was renamed the Department of Language and Literacy Education (LLED). With an increasing number of students interested in English as a second language education, the department started its Ph.D. in Teaching English as Second Language program.

Since 1994, LLED has grown in stature from its predominantly teaching-focused roots to a research-intensive unit in keeping with UBC's evolution in that direction. LLED has deepened its scholarly reputation while reducing its number of professorial appointments to its present complement. We currently support a large post-baccalaureate and graduate student population with a diminished number of faculty and staff.

## 2.2 Academic Programs

There are two broad programmatic academic areas in LLED:

- Literacy (LITR), consisting of Literacy Education, Indigenous Language and Literacy Education, and Teacher-Librarianship, and;
- Applied Language Studies in Education (ALSED), consisting of Modern Languages Education, Indigenous Language Education, and Teaching English as a Second Language.

These two program areas will be briefly described next, and elaborated in Module 3 (Post-baccalaureate and Diploma/Certificate Programs) and Module 4 (Graduate Programs).

### 2.2.1 Literacy (LITR)

LLED academic programs in LITR engage teachers and other professional educators in the study of language and literacy practices from early childhood through adolescence and adulthood. LITR faculty offer specializations in Indigenous languages and literacies, children's and adolescents' literature, drama and theatre education, early/intermediate/adolescent literacy practices, family and community literacy practices, and multiple literacies and multimodalities. The Teacher-Librarianship program is also housed within LITR.

Students interested in a specialization in LITR are able to draw on courses from within the department, across the Faculty and the University, and through the Western Deans' Agreement and the Graduate Exchange Agreement. In our courses we invite students to reflect critically on contemporary language and literacy practices in and out of schools, spanning local, national and global contexts. Our focus is on the many rich, multiethnic and multilingual contexts of language and literacy learning in our schools and communities.

The LITR program area provides substantial curricular and instructional leadership and resources to the post-baccalaureate B.Ed. teacher education program operated by the Teacher Education Office (see Section 3.1). Other undergraduate-level offerings include a Certificate and a Diploma in Teacher-Librarianship, and a Diploma in Literacy Education (see Section 3.2). At the graduate level, LITR offers an M.Ed. and an M.A. in Literacy Education and a Ph.D. in Language & Literacy Education (see Section 4.1).

Faculty members affiliated with LITR include: Jim Anderson, Marlene Asselin, George Belliveau, Mary Bryson, Marilyn Chapman, Teresa Dobson, Margot Filipenko, Candace Galla (also ALSED), Lee Gunderson (also ALSED), Jan Hare, Annette Henry, Kedrick James, Maureen Kendrick, Carl Leggo, Marianne McTavish, Ken Reeder (also ALSED), Theresa Rogers, Jon Shapiro, Robert Tierney, Anneke van Enk.

### 2.2.2 Applied Language Studies in Education (Modern Languages Education, Teaching English as a Second Language, Indigenous Language Education/Revitalization)



LLED academic programs in ALSED involve teachers, teacher-candidates, educational researchers and others in the study of additional languages and additional language education, including Modern Languages Education (MLED), Teaching English as a Second Language (TESL), and the relatively new focus in Indigenous languages in education with an applied linguistics orientation. Similar to the LITR program area, ALSED has important leadership, curricular, and instructional responsibilities in the post-baccalaureate B.Ed. teacher education program (see Section 3.1). Other undergraduate-level ALSED offerings include Diploma and Certificate programs in MLED and TESL (see Section 3.2). ALSED's graduate programs include M.Ed. and M.A. degrees in MLED and TESL, and a Ph.D. in TESL and a Ph.D. in Language and Literacy Education (for MLED specialization) (see Section 4.1).

MLED's programmatic focus has traditionally been French, given the official-language status of French in Canada and the language policies and educational programs nationally and locally that continue to place an emphasis on French language education (e.g., through heavily subscribed French Immersion, Intensive French, and Core French programs). For 25 years, through the efforts of a small number of devoted faculty members in MLED, UBC has made a significant contribution to French as a second language teacher education, through B.Ed. and continuing professional development, local, provincial, and national leadership in this area, innovative new programs at the B.Ed. and M.Ed. levels, as well as research excellence. French language education in LLED receives approximately \$100,000 in Ministry of Education funding per year.

Faculty members affiliated with ALSED include:

- **TESL:** Patsy Duff, Margaret Early, Lee Gunderson (also LITR), Ryuko Kubota, Bonny Norton, Ken Reeder (also LITR), Ling Shi, Steven Talmy, and Sandra Zappa (also Vantage College); with Dianne Fouladi (continuing sessional instructor) as advisor/instructor for TESL Certificate courses.
- **MLED:** Monique Bournot-Trites, Wendy Carr (100% seconded as Director of Teacher Education), Patsy Duff (graduate coordinator and CRCLLE Co-Director)
  - TESL/MLED connections: Patsy Duff (Chinese especially), Ryuko Kubota (Japanese especially), Sandra Zappa (modern languages teaching methods).
- **Indigenous Language Education/Revitalization:** Candace Galla

## 2.3 Affiliated Programs and Centres

In addition to the academic programs noted in Section 2.2, LLED hosts or is substantially involved in several centres and programs. These will be elaborated in the sub-sections that follow.

### 2.3.1 UBC-Ritsumeikan Academic Exchange Programs

LLED plays a key role in the [UBC-Ritsumeikan Academic Exchange Programs](#) (UBC-RITS), a partnership between UBC and Ritsumeikan University (Kyoto, Japan) that was established in 1991. To date, over 2,200 students have participated in the UBC-RITS Academic Exchange Program (AEP) and the recently-launched Global Citizenship Program (GCP). Close to 100 Ritsumeikan University students attend UBC each academic year and enroll in LLED and ARTS courses specifically designed for these programs. The AEP courses, for instance, follow a sheltered-

instructional model where regular weekly three-hour lectures are complemented by weekly 1.5-hour seminars. A list of UBC-RITS courses can be found in Appendix 2A.

Course assignments, evaluation and grading practices mirror those offered in the Faculties of Education and Arts. Course objectives and curricula are routinely reviewed by the UBC-RITS Academic Director in concert with instructors in order to meet and maintain curricular and programmatic objectives. Regular program meetings with instructors and staff are held to enhance the cohesiveness of the program. Students evaluate course content and delivery through the UBC standard Student Evaluation of Teaching (SET) made available online by the Faculties of Education and Arts. In addition, student feedback is also collected at the end of each term through online surveys designed specifically by UBC-RITS programs. Instructors also self-evaluate their teaching and submit a summary of activities to the Academic Director at the end of each term. This information, together with class visits by the Academic Director, is used for formative and summative program evaluation.

Student advising is offered by teachers through individual student conferences as well as by the Academic Director and the Program Manager and On-site Coordinator from Japan. In an effort to promote integration with the wider UBC community, students are encouraged to join social events, extra-curricular programs, and clubs, as well as participate in a variety of volunteering opportunities on and off campus. As well, counselling workshops sponsored by UBC-RITS are offered throughout the students' program.

UBC-RITS has been a continuous source of funding for Graduate Teaching Assistantships (GTAs), Graduate Research Assistantships, Sessional Lecturers, and 12-Month Lecturers hired through LLED. GTAs were dramatically expanded in 2007 when the UBC-RITS curriculum was revised to better promote academic English writing support (particularly in the new LLED 200 *Introduction to Writing in Academic and Professional Registers*). For the last eight years, the Academic Director has been an LLED faculty member partially-seconded (50-60%) to the Provost's Office, further underscoring the department's leadership in the programs. The UBC-RITS Programs also continue to provide a venue for research on aspects connected to second language learning, intercultural development, and studying and living abroad.

### **2.3.2 Centre for Research in Chinese Language & Literacy Education**

The Centre for Research in Chinese Language and Literacy Education (CRCLLE), housed within LLED, was established in 2008. Its goal has been to create a hub and network for world-class scholars engaged in research activities that contribute to our understanding of more effective approaches to Chinese language and literacy education and to understanding the learning of Chinese in international, study-abroad, local, and (other) diaspora contexts. CRCLLE is co-directed by Dr. Patricia Duff, Professor of Language and Literacy Education at UBC, and Dr. Duanduan Li, Associate Professor of Chinese Applied Linguistics and Director of the Chinese Language Program in the Department of Asian Studies at UBC. A number of other UBC faculty members from History, Asian Studies and LLED, as well as graduate students focusing on Chinese, Asian Studies, or bilingualism/multilingualism/transnationalism involving Chinese are affiliated with CRCLLE.

CRCLLE has established the following research priorities:

- *Chinese literacy education*: The complexity (and geo-politics) of Chinese literacy makes it particularly challenging for learners whose languages use alphabetic or other phonetic orthographies. CRCLLE thus encourages studies directly related to literacy development with practical relevance and applications for pedagogy and teacher education in Chinese as an international language for both heritage and non-heritage-background learners. The research focuses both on formal and vernacular literacy practices.
- *Chinese oral language instruction and development for advanced learners*: Students in advanced-level courses often do not receive instruction on different oral registers of Chinese, genres, and appropriate grammatical, pragmatic, and lexical resources for these registers and genres. Research in this area examines how language courses, teaching materials, and extracurricular (e.g., digital) tools and activities can effectively foster and mediate contextualized oral language development and proficiency at the advanced level for heritage-background and non-heritage learners of Chinese; and ways of characterizing such development for research purposes.
- Globalization and discourses surrounding “Chineseness,” Chinese language education and Chinese dialects/varieties in the diaspora and among second/foreign/heritage language learners.

This continually evolving research agenda has led to several research projects. Details of these project and others, as well as additional CRCLLE activities can be found in Appendix 2B.

CRCLLE is also working with colleagues in Asian Studies, History, Teacher Education and the Vancouver School Board (VSB) to increase our capacity to prepare teachers and curriculum for Mandarin education in public schools. As well, CRCLLE is involved in ongoing discussions with the VSB and other districts regarding the development, articulation, curriculum, and evaluation of Mandarin-English bilingual or second-language programs. In addition to HSS funding received by CRCLLE, the VSB has committed \$8000 to this project.

Since 2008, CRCLLE has supported more than ten [graduate students](#) under the supervision of Drs. Duff and/or Li. Recent graduates (2012 through 2014), the majority of them Mandarin teachers, include Tina Lin (M.Ed.), Zheng Bin (M.A.), Katie Suen (M.Ed.), Elliott Yates (M.A.), and Liam Doherty (M.Ed.). New or continuing students doing research on Chinese (and/or Chinese-English bilingualism) and supervised by Dr. Duff include Winnie Tang (Ph.D.), Klara Abdi (Ph.D. candidate), Tim Anderson (Ph.D. Candidate); Rachel Wang (Ph.D. Candidate), Ai Mizuta (Ph.D. candidate), Sumin Fang (M.A. in progress), and Anita Shum (M.Ed., in progress).

### **2.3.3 Digital Literacy Centre**

The Digital Literacy Centre (DLC) facilitates discussions and the exchange of information and knowledge in the area of digital literacy and its related technologies to enrich research, teaching and learning of faculty, staff and students. It helps educate the LLED community on the power of different technologies and their applications. As well, it develops research and communications strategies within collaborative networks so that faculty may integrate these into their own contexts and share this knowledge with others.

In brief, the DLC:

1. Provides information and ideas that can help conceptualize language and literacy teaching and research projects with a strong digital component.
2. Provides consulting solutions on applications and devices appropriate for language and literacy teaching and research projects, including but not limited to:
  - Social media applications for communications and knowledge sharing
  - Media and design production and presentation software
  - Mobile, touchscreen, and e-reading devices
  - Digital cameras and editing
  - Audio recording, editing and podcasting
  - Online publishing applications
  - Conference management systems
  - Online project management
3. Provides workshop training in the use of software and hardware necessary for research.
4. Helps identify relevant local, national, and international digital literacy projects and resources.
5. Conducts workshops in the use of digital technologies for LLED members.
6. Showcases digital innovation in teaching and research.

The DLC also offers opportunities to explore the potential of digital research techniques and strategies in a collaborative environment. In this regard, it represents an initiative focused on connecting with other units, institutions, organizations, universities and individuals doing research and development in the area of digital literacy. With a view to outreach the DLC sponsors and host events, programs and activities, including visiting scholars, guest speakers, seminar series, and new media presentations, with the aim of inquiring, investigating and inspiring (DLC Mandate, 2013).

The activities of the DLC are currently overseen by the Coordinator, Ernesto Pena, in consultation with the DLC Advisory Committee, which is comprised of faculty from key research areas in the department. Thirty GAA hours are assigned to the DLC, and three GAAs, including Ernesto Pena, undertake activities such as the following: 1) organization and promotion of talks and workshops on the intersection of technology, media and education through a biweekly DLC Series; 2) publication of a monthly newsletter showcasing innovations in digital literacy; 3) providing individual support to faculty and students using digital media in their teaching and research. A DLC Symposium including scholars and teachers from different institutions is planned for September 2014. Maintaining an online presence through its website (<http://dlc.lled.educ.ubc.ca>), the centre is equipped with desktops, laptops, tablets, projectors, a SmartBoard, audiovisual equipment and other software, which are available for LLED faculty and graduate student use. The full lists of inventory and an itemization of previous DLC events can be found here: <http://dlc.lled.educ.ubc.ca/about/>. A more complete report outlining the history of the Centre is available upon request (Dobson, deWaard, & O'Shea, 2011).

### 2.3.4 Centre for Intercultural Language Studies

Currently celebrating its 20th Anniversary, and confirmed as a university centre by the UBC Senate in 1999, the [UBC Centre for Intercultural Language Studies \(CILS\)](http://www.cils.educ.ubc.ca/) is an interfaculty university centre for research, outreach, and collaboration on issues broadly connected to language, culture, and education. Over the years, CILS has provided professional and scholarly leadership to the language teaching and learning community not only at the university level and its two campuses, but also in the broader professional field and amongst postsecondary institutions in British Columbia, government ministries and agencies and school districts.

CILS is sponsored by the Faculty of Education, Faculty of Arts, and Continuing Studies, who provide an annual operating grant to the Centre. Its activities and mission are summarized on its web site <http://www.cils.educ.ubc.ca/> and its activities are publicized to the CILS community by an extensive listserv. LLED has from the outset made a strong contribution to the leadership and activities of CILS.

Leadership for CILS is provided by a Director, usually appointed for a two-year term, who is advised by an Advisory Committee which is broadly representative of the many departments and units involved in language teaching and learning across the UBC campus. Since 1994, several members of LLED have served as CILS Director, including CILS co-founders Ken Reeder and Patsy Duff, and Monique Bournot-Trites. Sandra Zappa, Ling Shi, and Steven Talmy have served on the CILS Advisory Committee. A graduate academic assistant provides extensive support to the public programming of CILS, and this role has been filled by a LLED graduate student, providing excellent training in academic and professional leadership for each incumbent. Administrative support and budget administration are supplied by the Faculty of Education's Office of Graduate Programs and Research.

Annually, CILS provides two main forms of public programming: a series of guest presentations throughout the winter session, and annually in May, a day-long Research Symposium featuring guest speakers and refereed research presentations and workshops. Recent CILS activities can be found in Appendix 2C.

CILS looks forward to many more years of active contribution to informing the conversation about language teaching and learning and intercultural understanding on and beyond the UBC campuses. CILS acknowledges its great debt to the strong and sustained contribution of LLED members to its leadership, while continuing to maintain strong interfaculty connections amongst its many additional supporting units across the campuses of UBC. For more information contact CILS Director, [Dr. Samuel Navarro Ortega](#), Assistant Professor, Department of French, Hispanic and Italian Studies.

### 2.3.5 Vantage College

UBC Vantage College (VC) is a first-year program for international students who wish to complete an undergraduate degree at UBC but who do not meet the English language entrance requirements. Set to admit its first students in Fall 2014, VC will offer a first-year credit program in Science and Arts streams. The innovative curriculum is currently under development by an interdisciplinary team that includes tenure-track as well as contract faculty members from the faculties of Arts,

Science, and Education, working under the guidance of a Curriculum Manager. The curriculum model makes use of new educational technologies, and uses an adapted form of Task-based Language Teaching that integrates language-led content learning and is informed by functional linguistic approaches (particularly register and genre theories).

The academic English instruction/support provided to students is an integral aspect of this first year program, which includes two LLED courses (LLED 200 and LLED 201, originally developed for the UBC Ritsumeikan Academic Exchange Programs); content-embedded language instruction through weekly language enrichment tutorials; and drop-in tutorial services. With an estimated 300 students in the inaugural year of VC, according to the proposed plan, six full-time AEP instructors will be needed.

LLED has played a key role in providing professional advice to the Vantage faculty team, mainly in terms of the academic English support component. To date, VC has benefitted from contributions of LLED members, particularly Dr. Steven Talmy, who provided advice in the early stages of consultation, and Alfredo Ferreira, currently a Ph.D. Candidate in LLED who has been working as Academic English Program Advisor to Vantage since September 2013. In addition, Dr. Sandra Zappa was recently hired as Assistant Professor in LLED, a new tenure-track position fully-funded by Vantage College, with a July 1, 2014 start date. This is a 100% seconded position to VC to serve as Academic English Program Director. An additional benefit to LLED is the future offering of a graduate course focusing on research and instruction in English for academic purposes, to be designed and taught by the Vantage College AEP Director.

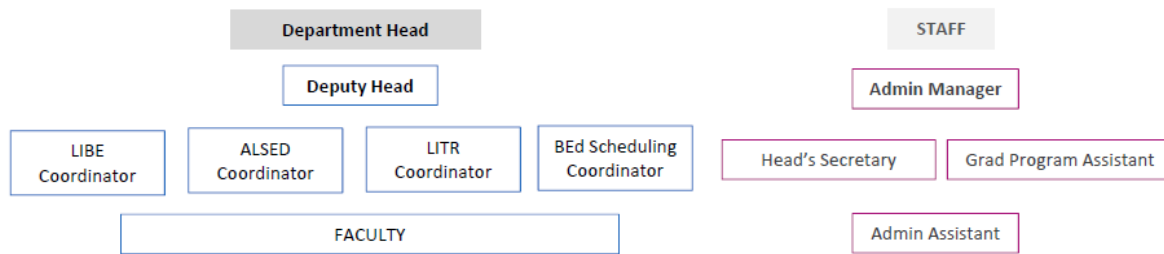
Vantage College is envisioned as a “living lab” that will provide unique opportunities for interdisciplinary research on innovative pedagogical approaches that include language-embedded instruction and the use of technology, among other aspects. VC thus has major potential to become a catalyst for collaboration among VC and LLED faculty members and graduate students, particularly those with interests and expertise in TESL.

## **2.4 Governance**

LLED is governed by its faculty members, with a Head of Department (12-credit administrative buyout), Deputy Head (6-credit buyout), Graduate Academic Advisor (6-credit buyout), three Program-area Coordinators, one each for ALSED, LITR, and LIBE (all 3-credit buyouts), and a TEO liaison (3-credit buyout) who is responsible for coordinating scheduling in the B.Ed. teacher education program. Multi-section course coordinators are also appointed as needed with appropriate credit buyout.

The Department Head is advised by a Head’s Advisory Committee that consists (at least in the most recent year) of the Deputy Head, Graduate Academic Advisor, ALSED and LITR Program Area Coordinators, and, to ensure programmatic balance, an additional LITR faculty member. LLED is also served by four full-time non-faculty administrative personnel: an Administrative Manager, Graduate Programs Assistant, Assistant to the Head, and an administrative/reception support specialist (see Module 9 for more detail).

Figure 2.4.A LLED governance and administration



*Head of Department.* The Head is the primary administrator of the department. S/he has signing authority for the disbursement of departmental funds and authorizes the disbursement of funds for research. The Head is the first reviewer of Behavioral Research Ethics Board applications submitted by members of the department. S/he also coordinates and ultimately advises the Dean on all tenure, promotion, and senior appointments. The Head, in consultation with the Deputy Head, appoints departmental committee memberships. S/he also reviews and approves all final course grades before they are submitted, every term.

*Deputy Head.* The Deputy Head focuses on LLED course scheduling, consulting with the ALSSED and LITR Program Area Coordinators about course offerings for the following year, as well as individual faculty members about their teaching and committee assignments. The Deputy Head may also be charged with other projects as the Head directs (e.g., in the most recent year: convening and chairing the LLED/Ritsumeikan Budget Committee; coordinating, with the Administrative Manager, the Department Review Self-Study). When the Head is away from the department for any extended duration for travel, health, or other reasons, the Deputy Head will usually assume Acting Head responsibilities.

*Graduate Academic Advisor.* The Graduate Academic Advisor (GAA) is appointed by the Head. The term for the position ranges from one to four years, depending on the willingness and availability of the faculty member. The GAA attends monthly meetings organized by the Office of Graduate Programs and Research in the Faculty of Education, and the Faculty of Graduate and Post-Doctoral Studies at the university level. The GAA works closely with the Graduate Program Assistant, Program Area Coordinators, and Graduate Student Peer Advisors to perform various responsibilities including signing various documents (graduation check lists, students' annual progress reports, requests for extension, etc.), overseeing the admissions process, managing student funding, responding to potential graduate applicants, planning apprenticeship workshops and student conferences, assisting with SSHRC/Affiliated Scholarship application mentoring in Fall, and dealing with supervisory issues at the request of individual students or faculty.

*Program Area Coordinators.* The Program Area Coordinators are responsible for undergraduate and graduate programmatic oversight of their respective areas (ALSSED, LITR, LIBE), and for coordinating courses and instructors, including sessional instructors and graduate teaching assistants working in the department. They assist with visiting scholar applications and requests from prospective graduate students, and coordinate strategic planning in their groups, particularly with reference to faculty renewal/hiring plans and rationales. In addition, they are responsible for coordinating the vetting (i.e., first reading) of all graduate applications for admission, assigning second and third (and sometimes fourth) readers for them, and assisting the Graduate Academic Advisor in overseeing the distribution of any department-based financial awards to students.



*TEO Liaison/Scheduling Coordinator.* The TEO Liaison/Scheduling Coordinator is responsible for ensuring that LLED course offerings meet the needs of students enrolled in the B.Ed. (Elementary, Middle Years, and Secondary) Programs. Some of these duties include liaising with LLED/TEO stakeholders to determine programming needs, course scheduling, course staffing, and working with TEO to determine teaching loads for seconded teachers.

*LLED faculty.* In addition to serving on Faculty- and University-level committees, LLED faculty members constitute several departmental committees that play a central role in departmental governance and administration (these committees exclude faculty search committees). In 2013/14, department-level committees included:

- Curriculum Committee
- DLC Advisory Committee
- Graduate Advisory Committee
- Head's Advisory Committee
- Merit Committee
- LLED/Ritsumeikan Budget Committee
- Scholarships and Awards Committee
- Social Committee
- Sustainability Committee

Committee memberships for 2013/14 can be [found here](#). In the past, each LLED faculty member has tended to be assigned to two departmental committees, although this has been negotiated case-by-case for those with substantial Faculty and/or University service commitments. Additionally, efforts have been made to limit service responsibilities for pre-tenured faculty (i.e., one department committee assignment) to the extent practicable.

Matters related to department governance are discussed in monthly department meetings, which are held on the third Thursday of every month. Department meetings are open to faculty, sessional and other teaching personnel, staff, and students.

## 2.5 Strategic Priorities

UBC's Strategic Plan, [Place and Promise](#), is summarized in Section 1.4. The Faculty of Education has its own [Strategic Plan 2011-2016](#). Its ten priorities are closely connected to Place and Promise: *Research Excellence, Teaching and Learning, Community Engagement, Aboriginal Engagement, Development & Alumni Engagement, International Engagement, Outstanding Work Environment, Sustainability, and Education at Ponderosa Commons.*

LLED is using the development of the Self-Study for the Department Review as an opportunity to reflect on how the work it does articulates with Place and Promise.



### 3. UNDERGRADUATE, POST-BACCALAUREATE, CERTIFICATE, AND DIPLOMA INSTRUCTION & LEARNING

Guidelines for the scope and content of Module 3 derive from the “Principles, Procedures and Guidelines for External Academic Unit Reviews” memo from the UBC Vice-Provost and Associate Vice-President Academic, dated March 1, 2013 (see especially pp. 6-7). It provides a brief description of program(s) offered by the unit, including enrolment and recruitment statistics, a critical evaluation of the curriculum, types and diversity of pedagogies employed, discussion of how teaching is evaluated, and explanation of student advising, all as they pertain to undergraduate, post-baccalaureate, certificate, and diploma programming.

LLED’s participation in undergraduate and post-baccalaureate education at UBC is extensive and diverse, ranging from central involvement in the Faculty of Education’s post-baccalaureate teacher certification unit to its own diploma and certificate programs. This module elaborates on LLED contributions in these areas, with the exception of its involvement in the UBC-Ritsumeikan Academic Exchange Programs, a description of which can be found in Section 2.3.

#### 3.1 The Bachelor of Education Program

The Bachelor of Education (B.Ed.) degree is a 12-month post-baccalaureate program operated by the Faculty of Education’s Teacher Education Office. It offers the following three options, each consisting of 60-62 credits of coursework:

- [Elementary](#): Teacher candidates (TCs) enrolled in the B.Ed. Elementary qualify to teach all subject areas from Kindergarten to Grade 7, including Core French in Grades 5-7.
- [Middle Years](#): The B.Ed. Middle Years option emphasizes teaching students in Grades 6 to 9 (ages 10 to 14 years), while preparing TCs for teaching elementary (Kindergarten to Grade 7), as well as for a secondary specialization.
- [Secondary](#): The B.Ed. Secondary option prepares students to teach one or two subject specializations in all secondary grades (8 through 12).

The current B.Ed. program is a full-scale revision of the prior program and was implemented in September 2012. The developmental process for the revised program took approximately 5 years, with LLED playing an instrumental role in its conceptualization and design. Two LLED faculty members served for five years on the CREATE Committee (the committee tasked with leading the B.Ed. program revision), and two other LLED faculty members served for shorter periods. The first of five program strands articulated in the [CREATE proposal](#) are Languages, Literacies and Cultures.

All courses within the B.Ed. program were revised according to CREATE’s renewed vision of teacher education. See Appendix 3A for a list of LLED courses in the B.Ed. Sample course outlines are also found in the Appendices.

The addition of a mandatory course in teaching English language learners for all teacher candidates and in teaching French as an additional language for elementary/middle years

candidates was championed by LLED and supported by the vision put forth in the CREATE languages, literacies and cultures program strand. Another new mandatory course, Aboriginal Education in Canada, while administered by the Teacher Education Office (TEO), was conceptualized and is currently coordinated by LLED's Dr. Jan Hare, Professor of Indigenous Education in Teacher Education. Dr. Hare has been instrumental in bringing many rich linguistic, literary and cultural perspectives to the course and the B.Ed. program more generally, and works very closely with the TEO to monitor the course, organize events, and mentor instructors.

In addition to LLED's extensive involvement in revising the B.Ed. program, there are currently five elementary cohorts that are conceptualized and coordinated by LLED faculty:

- Arts-Based Cohort (Coordinated by Alison Disevelt and Dr. George Belliveau)
- French Language and Global Studies (FLAGS)<sup>1</sup> (Coordinated by Kim Lockhart)
- French Immersion/Core French Specialists (Coordinated by Wendy Lee)
- Kindergarten in Primary Program (Coordinated by Dr. Marianne McTavish)
- Teaching English Language Learners through Problem-Based Learning (Coordinated by Drs. Margot Filipenko, Margaret Early, and Steven Talmy)

There are also five secondary disciplines that LLED is responsible for: English, English as a Second Language, French, Modern languages, and Theatre.

LLED works closely with the TEO to organize faculty workloads in relation to teaching courses in the B.Ed. program and has the highest number of tenure-track faculty members teaching in the program, both on our Vancouver campus and in our West Kootenays Rural Teacher Education Program (WKTEP). This level of engagement ensures that the key strand of languages, literacies and cultures from CREATE is infused as much as possible across the program. Adjunct teaching professors, mostly seconded school teachers, also play an important role within the elementary cohorts and secondary disciplines, bringing current, practice-based expertise to the program; LLED faculty members and administrative staff assist in the recruiting and interviewing process.

The revised B.Ed. program has undergone close scrutiny since its inception in September 2012. Survey data have been collected from students, instructors, mentor teachers, faculty advisors and administrators on a regular basis. Feedback is shared and discussed on a monthly basis in the Working Group on Teacher Education meetings at which at least one LLED faculty member is always present. Reports from these meetings are shared at LLED department meetings.

### **3.1.1 Curriculum-embedded Enrichment Opportunities**

Teacher Education Program courses are designed to enrich the standard curriculum and link students' learning to classroom practice. For example, students use artifacts from their practicum placements (such as writing samples and oral running reading records) for discussion and assessment within the university classroom. Student assignments also reflect the practices that the teacher candidates will be expected to implement in their own classrooms (e.g., setting up a literate environment, teaching a "read-aloud" lesson, developing an integrated inquiry-based language arts unit). Secondary language arts cohorts are given a wide range of applicable strategies in methods

---

<sup>1</sup> This program has been running for the past seven years and will be discontinued in the fall of 2014.

courses focusing on reading, writing, and multimedia pedagogies. In particular, they may demonstrate their learning through traditional essay writing or take the opportunity to produce multimedia assignments and artworks that not only extend their own familiarity with new digital technologies but leave them with products that have lasting personal and pedagogical value. As our Teacher Education Program is based on themed cohorts, each cohort is infused with curriculum proficiency in that particular area (e.g., extended focus on emergent and early literacy in the Kindergarten and Primary Program (KIPP) cohort; extended focus on personalized and technology-based, multimodal language and literacy learning in the Personalized Learning Technology (PL-Tech) cohort; extended focus on language acquisition and transfer of literacy strategies in French as a second language contexts (French and FLAGS cohorts)).

In LLED Certificate and Diploma programs, many assignments are similarly designed to connect with students'/teachers' professional interests so they can be as meaningful as possible to a range of teaching contexts and circumstances.

## 3.2 Diploma and Certificate Programs

In addition to its wide-ranging work in the Faculty of Education's B.Ed. program, LLED offers Certificates and Diplomas in conjunction with the Teacher Education Office and with Professional Development and Community Engagement (PDCE). All programs include required and elective courses. Many of courses are offered online and all courses are regularly reviewed and revised to reflect current research and practice. In all LLED programs, course and/or program area coordinators meet regularly with instructors to review course content, texts, resources and assignments. All course instructors use technology in their courses. All LLED courses are infused with inquiry-based learning and Aboriginal content and are designed to reflect work with culturally and linguistically diverse populations.

LLED offers Certificates in *Teacher Librarian Education* and *Teaching English as a Second Language*) and Diplomas in *Literacy Education*, *Teacher Librarian Education*, and *Teaching English as a Second Language*. These are summarized next. Details about course requirements can be found in Appendix 3B. Course outlines are available in Appendix 3C. Student enrollment numbers (for B.Ed. and Diploma students only) can be found in Appendix 3D.

### 3.2.1 Certificates and Diplomas in Literacy Education and Teacher-Librarianship

*Diploma in Education (Literacy Education)*. The [Diploma in Literacy Education](#) is a 21-24 credit in-service program for teachers and administrators who wish to deepen and extend their knowledge of curriculum, instruction, assessment and evaluation for diverse types of school populations. It encompasses the various aspects of Language and Literacy Education, including oral and written communication, reading, children's and adolescent's literature, drama, English education, French education, and modern languages education. Students may choose to focus on a particular aspect of language and literacy education, to select a variety of courses from among the various areas of language arts, or a combination of the two. A minimum of one year's teaching experience is strongly recommended.

*Certificate in Teacher Librarianship.* The 15-credit [Certificate in Education \(LIBE\)](#) incorporates coursework in educational leadership, collaborative planning and teaching, information literacy, curriculum design and implementation, multi-media resources, and learning technologies. Courses for this Certificate are meant to be selected in consultation with individual school districts, as hiring and qualification policies vary. Students have the option to complete their Certificate entirely online.

*Diploma in Education (Teacher Librarianship).* Thirty (30) credits are required to complete the [Diploma in LIBE](#). The diploma meets all the course recommendations of the Canadian School Library Association. Twenty-four credits of required courses consist of six core courses in Teacher-librarianship (18 credits), one course in children's literature (3 credits), and one course in literacy (3 credits). Six credits come from approved elective courses in Teacher-librarianship, Language & Literacy Education, Children's Literature, and Computing Studies & Education, among other areas.

### 3.2.2 Certificates and Diplomas in Teaching English as a Second Language

*Certificate in Teaching English as a Second Language (Coursework only).* The [TESL Coursework Certificate](#) is one of two Certificate programs in TESL. It consists of 12 credits of TESL coursework.

*Certificate in Teaching English as a Second Language (with Practicum).* The 15-credit [TESL Certificate with Practicum](#) is the second certificate program in TESL. The coursework requirements are the same as the Certificate listed in Section 3.2.3, but a three-credit teaching practicum is also required (LLED 399). Both TESL Certificates offer professional training and development to teachers of ESL and prepare them for graduate studies.

*UBC-Ritsumeikan Joint Certificate in Teaching English as a Second Language.* The [UBC-Ritsumeikan Joint TESL Certificate Program](#) is a version of the TESL Certificate Program (with Practicum) described above, but run for a small group of 5-15 Ritsumeikan University exchange students every year. This certificate program was established in 2003 and is distinct from the UBC/Ritsumeikan Programs described in Section 2.3. Japanese students come to UBC in the summer to study applied linguistics (LLED 489C), while UBC students travel to Kyoto and enroll in a TESL methodology course (LLED 478C) with an accompanying practicum (LLED 399) in a Kyoto-area high school.

*Diploma in Education (Teaching English as a Second Language).* The [Diploma in Education \(TESL\)](#) is for teachers interested in teaching English to speakers of other languages in B.C. schools (if candidates already possess a valid B.C. teaching certificate), in adult community or academic settings, or overseas. The prerequisite to the Diploma in Education (TESL) is a minimum of one year's teaching experience. The program requires 30 credits of approved core and elective courses.

### 3.3 Enrolment and Recruitment

This section offers a snapshot of undergraduate enrolment numbers, primarily using data from the UBC [Office of Planning and Institutional Research](#). It also describes undergraduate recruitment efforts run by the Faculty of Education.

### **3.3.1 Recruitment Programs**

The Teacher Education Office (TEO) oversees recruitment and selection procedures of undergraduate students through various recruitment sessions in both English and French. Aboriginal students are recruited and supported by UBC's Indigenous Teacher Education Program ([NITEP](#)). Special information sessions and a dedicated website have been put in place for international students and the newly implemented International Baccalaureate (IB) program in conjunction with International Engagement ([INTL](#)).

### **3.3.2 Bachelor of Education Admission Requirements**

Admission to the Bachelor of Education program is handled by the Teacher Education Office, not LLED. Requirements for admission can be [found here](#).

### **3.3.3 Diploma and Certificate Admission Requirements**

Admissions requirements for the Certificates and Diplomas offered through LLED vary and are handled through the Teacher Education Office. Details concerning admissions requirements for each Certificate and Diploma program can be [found here](#) (click on "Admission and Registration Information").

### **3.3.4 B.Ed. and Diploma in Education Enrolments**

The tables in Appendix 3D show Faculty of Education and LLED student enrolments in the B.Ed. and Diploma programs, with disaggregation by gender, Indigenous, and international student status. As can be seen, B.Ed. (Elementary) enrolments have declined substantially over the period under review, from a high of 518 in 2008 to 284 in 2013. This is likely due to declining school enrolments province-wide, currently-employed teachers delaying retirement, and other factors. The decline in B.Ed. (Elementary) enrolment has had important implications for course scheduling and staffing in LLED. Curricular innovations in the B.Ed. program (e.g., the new field-based practicum in out-of-school educational contexts) may help to slow these declines.

In contrast, enrolments in the B.Ed. (Middle Years), B.Ed. (Secondary), and Diploma in Education programs have held comparatively steady over the past five years.

Gender ratios in all B.Ed. and Diploma programs have remained at between 75-80% female/25-20% male.

Indigenous enrolments have also remained comparatively consistent, if somewhat low.

The low numbers of international students in the B.Ed. and Diploma programs contrast sharply with the far greater representation of international students in LLED's graduate programs.

### 3.3.5 Place and Promise Student Learning Commitments

LLED undergraduate courses are based in social constructivist pedagogical theories; that is, we enable students to acquire knowledge, skills, and dispositions to excel in their professional abilities as educators. Courses reflect contemporary conceptual and pedagogical frameworks of the field and serve to develop effective teaching skills. Our continued focus on and inclusion of diverse cultures and populations enlarge our students' perspectives whether they teach or contribute to local/global societies. We are also most fortunate to have Dr. Jan Hare, Professor of Indigenous Education in Teacher Education in LLED, who guides us in our strategic plans responsive to Place and Promise Student Learning commitments.

### 3.4 Instructional Models, Assessment of Learning

Pre-service teacher candidates in the teacher education program at UBC are enrolled in subject area or themed cohorts. At the elementary level, these cohorts reflect a range of approaches to teaching and learning. Instructors in the foundations language and literacy courses (LLED 350, 351, 352, 353) shape the teaching of these courses based upon the needs of these cohorts. For example:

- *Teaching English Language Learners through Problem-Based Learning* (TELL through PBL) uses a case-based approach. Issues in language and literacy are embedded in cases that demand from the teacher candidate critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills. The language and literacy instructors participate in this cohort's oral examinations that take place at the end of Term 1 and Term 2. These oral examinations are based on a case, and teacher candidates are assessed using both a rubric and a portfolio.
- All instructors in all cohorts are both required and encouraged to use technology in their teaching. Resources are made available on each cohort's *Blackboard Connect* site. These resources are developed by instructors and are tailored to the needs of the particular cohort.
- Assignments for the foundational language and literacy courses require teacher candidates to engage with technology for a variety of purposes (searching; applying; creating and reflecting/analyzing). For example, see LLED 350, Assignment 2: (Appendix 3E).
- There are a number of opportunities for teacher candidates to present their work and share their emerging expertise (mini lessons, digital literacy presentation, inquiry-based project, capstone e-folio, etc.).
- Instructors provide a number of workshops often linked to the focus of the cohort s/he is teaching. For example, workshops are provided to the TELL through PBL cohort on second language learning and language/content integration. Additionally, instructors provide workshops on how to take a running record (Reading assessment), using drama in the classroom, assessing children's writing using the Provincial Assessment tools.
- A range of assessment tools are used to evaluate teacher candidates' work: oral

- examinations and portfolios (see above); assignments; presentations; and peer and self-assessment.
- Finally, the new B.Ed. program has a number of thematic strands that run through the program. Instructors support these themes in their courses. Indigenous knowledge is threaded throughout all language and literacy courses: for instance, the TELL through PBL cohort offers coursework and workshops on English as a Second Dialect, LLED 351 focuses on Aboriginal children's literature (which teacher candidates engage with in literature discussion circles), LLED 352 (French as an Additional Language) includes a multi-language self-assessment of proficiencies and intercultural understandings.

## 3.5 Teaching and Learning Evaluation and Effectiveness

### 3.5.1 Evaluating learning

Bachelor of Education courses are graded Pass/Fail, with "Pass" equivalent to at least a B+ (76%) in UBC's standard marking system. Certificate and Diploma courses are graded A-F using UBC's marking system. LLED has developed a [grading rubric following the UBC marking system](#), which can be found in Appendix 3F:

Overall student success in the B.Ed. degree program is high (see Tables in Appendix 3G), with a less than 4% course failure rate each year, 2008-2013. In LLED Certificate and Diploma courses, which are letter-graded, student success is even more pronounced, with a less than 1% course failure rate over the same period. Student excellence helps to explain such rates; grade inflation undoubtedly does, too. Table 3Gd in the Appendix 3G indicates that greater than 90% of all course marks in letter-graded LLED Certificate and Diploma courses fell in the A- to A+ range (80-100 on the UBC marking system).

### 3.5.2 Evaluating teaching

It is important to note from the outset that the UBC Faculty Association has formally protested UBC's evaluation of teaching system, the Student Evaluation of Teaching (SET), given its centrality as a "metric for assessing teaching for promotion, tenure, reappointment, merit and disciplinary purposes without any guidelines protecting the accuracy, reliability or validity of the data being gathered" (see Appendix 3H for the Faculty Association's full statement on the matter).

UBC policy on [SET](#) requires that every course section or learning experience be evaluated by students each time it is offered (with some exceptions, as defined by the [policy](#)). For most courses, UBC has implemented a modular approach, where individual faculty members, departments, Faculties and the University can contribute evaluation questions. These teaching evaluations are intended to be used by instructors to help them improve their teaching. However, they are also reviewed by the Dean, Associate Deans and Department Heads as a component of decisions about reappointment, tenure, promotion, merit and curriculum renewal.



Online student evaluations of teaching are jointly administered in the Faculty of Education by the Teacher Education Office, Office of Professional Development and Community Engagement, and UBC's [Centre for Teaching & Learning Technology](#).

Summary results of Student Evaluations of Teaching are available on the [SET website](#).

As of August 2008, there were six University Module Items (UMIs) in the evaluation rated on a five-point scale (higher scores are interpreted as “better” than lower scores). In addition to the UMIs, 35 additional survey items specific to the Faculty of Education are asked. Thirty-three of these additional items are rated on a seven-point scale (higher scores interpreted as “better” than lower scores) and with two open-ended items.

All instructors (including Graduate Teaching Assistants) are provided access to review the results of their online evaluations, as are Department Heads, Directors, Associate Deans and Deans. Faculty must opt-in to make the results of their teaching evaluations public; they remain unpublished otherwise.

### **3.6 Undergraduate Student Advising**

Advising for undergraduate/B.Ed. and diploma programs falls under the responsibility of the Teacher Education Office and will not be reviewed here. Advising for LLED Diploma and Certificate programs is handled by Dr. Dianne Fouladi, a continuing sessional in the ALSSED group, and Dr. Lori Miller, who follow LLED, Faculty of Education, and UBC guidelines for student advising (see Section 4.4 for more detail).



## 4. GRADUATE AND POSTDOCTORAL STUDIES

Guidelines for the scope and content of Module 4 derive from the “Principles, Procedures and Guidelines for External Academic Unit Reviews” memo from the UBC Vice-Provost and Associate Vice-President Academic, dated March 1, 2013 (see especially pp. 7-10). It is aimed at providing evidence that demonstrates: the extent and quality of graduate education in the academic unit; a brief description of the graduate programs offered; recruitment, enrolment, and completion data; information on student supervision and research mentoring; the academic requirements in each graduate program being reviewed; resources for graduate students; graduate student research productivity; post-graduate outcomes; and a report authored by graduate students themselves. This module and the one that precedes it are the most involved and lengthy of the self-study.

### 4.1 Graduate Programs

Graduate programs in the Department of Language and Literacy Education align with the two broad program areas outlined in Section 2.2: Literacy Education (LITR) and Applied Language Studies in Education (ALSED). Readers are referred to Section 2.2 to review the descriptions of LITR and ALSED found there. This section goes into more detail on LITR and ALSED graduate programs, starting with ALSED.

#### 4.1.1 Applied Language Studies in Education

The Applied Language Studies in Education (ALSED) offers graduate programs in Modern Languages Education (MLED), Teaching English as a Second Language (TESL), and the relatively new focus in Indigenous languages in education with an applied linguistics orientation.

*Modern Languages Education.* Doctoral and Master’s (M.A., M.Ed.) degrees in [MLED](#) offer study in specialized, individualized and interdisciplinary graduate programs in French as a Second Language (FSL)<sup>2</sup>, Asia-Pacific and other modern language education. This includes the M.Ed. Cohort Program for French Immersion & Core French Teachers (FRM) as well as a graduate specialization in Asia Pacific Educational Studies in Language, Culture and Curriculum. These programs involve study in:

- Second language acquisition
- Second language teaching and assessment
- Curriculum development, multi-media, and technology in teaching
- Sociolinguistic & applied linguistic approaches to modern language education
- Asia-Pacific language education

*Teaching English as a Second Language.* The graduate program in TESL, the largest in ALSED for the past three decades, has consistently been among the top one or two TESL programs nationally. The seminal work of current and former faculty—in language and content integration and sociocultural aspects of language learning, particularly—has distinguished the UBC program in

---

<sup>2</sup> For Post-baccalaureate French programs, see Section 3.

TESL from many others. Recent work for which UBC scholars in TESL have been widely recognized, through high-impact publications, keynote presentations, well-subscribed courses, and academic awards for scholarly excellence, include:

- First and additional language learning
- Language and identity
- Language socialization
- Language education and race
- Second-language reading (literacy) and writing
- Multiliteracies/multimodality in multilingual contexts
- Digital literacies and second-language learning
- Qualitative research methodology in applied linguistics

In addition to the TESL Certificate and Diploma options (see Section 3.2) [TESL graduate programs](#) offer M.Ed., M.A., and Ph.D. degrees. Integrating research and practice, our TESL programs offer professional development to teachers of ESL and prepare researchers and leaders in this field.

*Indigenous language education & revitalization.* With the arrival of Dr. Candace Galla to LLED in 2011 came the opportunity to include Indigenous language revitalization and education in the ALSED area. To date, Dr. Galla is the only LLED faculty member centrally focused on Indigenous language revitalization and education, though other faculty members (most notably, Dr. Jan Hare and Dr. Jim Anderson) and graduate students have been involved in programs, curriculum, student supervision, and research involving Indigenous language issues and populations (also see Section 7). While this area is still being developed, LLED is uniquely positioned to be a national and international leader in Indigenous language education and revitalization.

#### **4.1.2 Challenges, innovations and future directions in ALSED**

ALSED was adopted as an umbrella program area label in 2013, to encompass three distinct but overlapping areas: MLED, TESL, and Indigenous language education/revitalization. Reasons for the new label ranged from the realities of students and faculty engaging with more than one of these program areas to points of common interest and collaboration.

*ALSED programming.* The related areas of English for academic purposes, (academic) discourse socialization, and language and content integration will undoubtedly become even more vital areas of the department and university, particularly with LLED's continuing role in the [UBC-Ritsumeikan Academic Exchange Programs](#) (Section 2.3.1), UBC's new [Vantage College](#) (Section 2.3.5), and ongoing departmental collaborations with local schools, colleges, and partner universities internationally. Research, policy, curriculum, and academic leadership in the education of English language learners in English-medium instructional contexts is a global concern. Critical social, sociocultural, discursive, and sociocognitive theories relevant to understanding the experiences of additional-language learners will remain a core focus and contribution of the department to the university and to communities regionally, nationally, and internationally.

The implementation of the revised Teacher Education Program courses concerning the education of English language learners requires us to increase our number of TESL instructors and professors to assist in the coordination and teaching of these multi-section courses as well as the newly developed

inquiry seminars for students in both TESL and MLED (and other programs in education). It has been a tremendous accomplishment to introduce these courses so widely across the faculty after more than two decades of advocacy. Similarly, the Teaching English Language Learners (TELL) cohort, recently merged with Problem-based Learning, has provided insightful leadership, curriculum, and collaboration in a long-neglected area.

ALSED also plays an important role in LLED off-campus graduate programs (offered through Professional Development and Continuing Engagement):

- The UBC/Ritsumeikan Joint Certificate in TESL program (see Section 3.2.5), in which Dr. Dianne Fouladi, a long-term continuing sessional in TESL, has played a crucial role in terms of coordination, teaching, practicum supervision, student advising, and field liaison (a role she has played, similarly, for the on-campus Certificate).
- A highly successful M.Ed. in French education cohort, offered in French, that starts its fourth iteration in September 2014. This cohort program was originally delivered off-campus; recently, it has been delivered through a hybrid face-to-face/online format as well as with partner institutions in Quebec
- An off-campus M.Ed. cohort in Abbotsford, BC in TESL, for in-service teachers (2009-2011)

TESL frequently receives requests to partner with universities in China or elsewhere in Asia to provide short-term graduate courses, non-credit summer institutes for English teachers, distance courses, joint degrees or certificates, faculty exchanges, and so forth. For instance, in August 2014, a group of postgraduate English instructors from China will study teaching and research methodology at UBC, the first of a possible set of short non-credit course options that might be further developed for future collaborations with partner universities in Asia and elsewhere. In general, however, we have not had the resources to pursue these sorts of partnerships since our regular on-campus credit courses and programs are already heavily subscribed and faculty supervisory and administrative loads are already substantial. In cases where we have expended considerable effort, sometimes over several years, to negotiate agreements with a partner university (e.g., East China Normal University in Shanghai), there were not sufficient enrolments to sustain the planned program or other constraints that did not enable us to pursue the joint graduate degrees (e.g., with Ritsumeikan University, Kyoto). TESL faculty continue to receive a high volume of requests from prospective visiting scholars and students, particularly from China, and we normally have at least one such scholar a year in the department.

In sum, there is a growing demand for UBC/LLED's involvement in a wider variety of programs offered off campus, through exchanges, short teaching/research sojourns abroad, distance graduate programs, and the like, and this is an area that warrants further discussion with PDCE about feasibility, capacity, resources, coordination, and income generation.

*MLED.* Decreasing faculty resources have resulted in increasing pressure to ensure that even a bare minimum of MLED coursework is offered on campus, particularly for students specializing in languages other than French. MLED courses that used to be taught every year or two have not been taught on-campus for years. Visibility and leadership of the French program diminished considerably when the positions of French Program Assistant and Director were eliminated in 2011. Since the cut of those positions, there has been no one charged with developing a vision for French language programming nor maintaining LLED's relations with the important community of French

language educators in Canada. Changes such as these have been interpreted by that community as the department's decreasing interest in French.

With the growing number of graduate students interested in Chinese professional development and research, LLED has joined forces with the Department of Asian Studies, but capacity and numbers do not yet justify special MLED/Asian Studies curricular streams, especially at the B.Ed. level where there is nonetheless an identified need in local schools. The current ALSED coordinator (Dr. Patsy Duff) proposes building greater capacity in the area of Asia-Pacific Languages in Education, which likely could attract sufficient numbers of students. LLED is well positioned to become a leader in this area in Canada; however, additional resources are needed.

*Hiring.* ALSED is currently operating beyond capacity; we need more faculty to carry out the work we are currently doing and plan for the future. MLED needs renewal. Although LLED's French programs certainly need sustaining and further development, MLED extends beyond French to encompass professional development in the teaching and learning of other second/additional languages, including Spanish, Japanese, Mandarin, Punjabi, German, and Korean. Of these languages, Spanish, Japanese and Mandarin have recently attracted the largest numbers of teacher candidates and graduate researchers. With new programs being established for early Mandarin immersion and second-language programs in public schools in Vancouver and elsewhere, and the growing visibility and impact of Chinese second, foreign and heritage language education internationally, LLED is in an important position to build capacity and demonstrate (continuing) leadership in this area. ALSED faculty are at present providing expertise locally and internationally in relation to Chinese language and literacy education (e.g. through CRCLLE), but demand currently exceeds capacity.

#### **4.1.3 Literacy Education**

In addition to the Certificates and Diplomas outlined in Section 3.2, Literacy Education (LITR) offers a Ph.D. in Language & Literacy Education, M.Ed. and M.A. programs in Literacy Education and, in partnership with the Faculty of Arts, the M.A. in Children's Literature. The LITR M.Ed. program is also offered off-campus to cohorts of practicing teachers in collaboration with local school districts. Each cohort program has a distinct focus reflecting the needs of the school district partner (e.g., leadership in early literacy).

*Teacher-Librarianship.* LITR also houses the Teacher Librarianship program in LLED, with its focus of study on co-operative program planning, school library organization and management, and school library automation. Its diploma and certificate programs incorporate course work in educational leadership, inquiry-based learning, literacy, collaborative planning and teaching, information literacy, curriculum design and implementation, multi-media resources, and learning technologies (see Section 3.2).

#### **4.1.4 Challenges, innovations and future directions in LITR**

*Off-campus cohorts.* Over the past decade or so, we have offered M.Ed. Cohort programs with a literacy focus in the Burnaby, Delta, Richmond and Surrey School Districts. The most recent cohort, titled "Supporting Children & Families in Diverse Communities", was developed in

collaboration with the Surrey School District. The program commenced in September 2011 and 16 of the 17 students successfully completed the requirements, graduating in May 2014. The one remaining student was delayed by personal circumstances but is now completing the Major Paper and will graduate in November 2014.

The feedback from students and the school district has been very positive and so a second cohort with the same orientation and title will commence in September 2014 with a projected enrollment of 18-20 students and a completion date of April 2017. We anticipate continuing to offer off-campus cohorts developed collaboratively with local school districts (and possibly other agencies) into the future, as capacity will allow, recognizing the extra demands that teaching off-campus places on faculty members' time.

*Reactivation of the Ed.D. in Reading Education.* The Ed.D. in Reading Education was one of the first doctoral programs to be offered in the Faculty of Education. However, when the (then) Department of Language Education developed a Ph.D. program in the mid-1990s, interest in the Ed.D. waned, and in 2000, the Ed.D. program was deactivated.

However, several factors encouraged the LITR group to consider, and then proceed with, reactivating the dormant Ed.D. program. For example, a number of graduates from our master's programs indicated a strong desire to complete a terminal degree but, for various reasons, did not want to enroll in the research-focused Ph.D. Instead, they wanted a doctoral degree that drew upon current theories and research but that focused on professional practice. As well, over the last decade or so, the need for an alternative to the research intensive Ph.D. program with its emphasis on preparing future academics has become increasingly apparent, especially in the field of education. Indeed, there is a trend internationally toward establishing professional degrees that are complementary to, but different, from the Ph.D. degree.

Over the past two years, a Working Group consisting of Drs. Jim Anderson, Marilyn Chapman, Jan Hare, Carl Leggo, Marianne McTavish and Theresa Rogers, and Ms. Lia Cosco have led this initiative. In conjunction with the Office of Professional Development and Community Engagement, we conducted a market survey and sponsored a number of focus group sessions. We consulted with colleagues across the faculty and in particular, those involved in the Ed.D. in Leadership and Policy Studies that has been offered for some time by the Department of Educational Studies. The motion to reactivate the Ed.D. was passed unanimously by the Faculty of Education at the May 2014 Faculty meeting and the proposal will now proceed through the various levels of the approval process. If we do not encounter significant obstacles henceforth, we anticipate admitting the first cohort of students in 2015.

The Ed.D. will have a cohort format with an initial projected enrollment of 12-15 students. It is designed for working professionals, draws from contemporary research and theory, and focuses on professional practice.

*Online course delivery.* Although we have moved to offering online a number of 300/400 level courses that are part of the Diploma in Literacy Education, to date only one course, LLED 556: Theory and Practice in Early Literacy (Dr. Marilyn Chapman), is offered online. However, Dr. Theresa Rogers is developing a much needed course in Adolescent Literacy that will be offered online in Winter Term 2, 2014 and a web based version of LLED 557: Family Literacy, Issues and Perspectives will be designed over the coming year. The need to develop and offer more courses

online will continue to grow as we move toward offering an M.Ed. program in an online and/or blended format.

*Drama Institute.* Currently in its 5th year, the Summer Drama Institute attracts approximately 50 students each year, mostly Master's students who come to learn about ways to incorporate drama into instruction and research. Dr. George Belliveau, assisted by Dr. David Beare, facilitates the Institute and invited guests have included a number of internationally recognized scholars in the field including: Dr. Michael Anderson (Sydney), Dr. Christine Sinclair (Melbourne), Dr. Tara Goldstein (OISE/Toronto), Dr. Carole Miller (Victoria), Dr. Monica Prendergast (Victoria).

*Recruitment of Graduate Students.* Our efforts at graduate student recruitment have tended to focus on the local/provincial contexts; for example, each autumn we distribute flyers advertising our programs to school districts and professional development organizations in British Columbia. Efforts to attract students to the M.Ed. program locally will need to continue and indeed be enhanced to ensure sufficient enrolment in LITR courses offered on-campus. Although we have been fortunate in attracting very talented M.A. and Ph.D. students locally, nationally and internationally, we will need to continue to enhance and expand our recruitment efforts to attract highly qualified students to these programs. As a first step in this process, we are working on redeveloping the LITR section of the LLED website, which along with other more focused and targeted efforts should increase the number of highly qualified applicants to LITR graduate programs.

## **4.2 Graduate Student Recruitment, Enrolment, and Completion**

### **4.2.1 Recruitment Strategies**

LLED does not have a specific means of graduate student recruitment beyond its website, meaning the profile of its faculty is particularly important (e.g., high impact publications in top-tier journals, presentations at well-regarded refereed conferences, successful current/former graduate students). For its M.Ed. cohort programs (e.g., in French, LITR, TESL), recruitment is handled through Professional Development and Community Engagement (PDCE).

### **4.2.2 Admission processes**

Admission procedures are detailed on the [LLED website](#). Applications for degree programs are submitted with supporting documents to the department. The internal deadline for admissions for international, TESL, and MLED applicants is December 1 and for Literacy (LITR) domestic applicants, February 1. Only complete application packages are reviewed. They must include: a letter of intent; CV; transcripts; letters of reference; and degree certificates. Completed files are processed by the Graduate Programs Assistant and shared with the internal Admissions Committee and respective coordinators for TESL, MLED, and LITR programs areas. Ph.D. and M.A. applicant files are reviewed and ranked by faculty. This process happens in January-February each year to finalize recommendations for admission and funding. The Graduate Programs Assistant then submits the recommendations list to the Faculty of Graduate and Postdoctoral Studies for processing, and sends official departmental offer letters or rejection notifications to applicants.

Official letters to successful applicants are sent out by the Faculty of Graduate and Postdoctoral Studies and include necessary information about registration, advising, and funding. Accepted offers from applicants go directly to individual departments.

### 4.2.3 Applications and Enrolment

Since 2003, applications to LLED graduate programs initially declined in the first few years but have shown a steady increase since the mid-2000s. Applications to Master's programs dipped from 119 in 2003 to 48 in 2004 but rebounded to above one hundred as of 2008. For doctoral programs, applications dropped from 50 in 2003 to a one-year low of ten in 2005 (which was due to several concurrent faculty sabbaticals), but since then have rebounded, to 47 in 2012. Of the yearly average of 76 applications to Master's programs, 55% received offers and 89% of these offers were accepted and admitted. Doctoral programs saw an average of 33 applications per year, 22% of which received offers and were for the most part accepted and admitted. See Tables 4A-a – 4A-n in Appendix 4A for details, including disaggregated data for enrolments by degree and program area.

The ALSSED group accounts for the majority of on-campus graduate students in LLED each year, at all levels (M.Ed., M.A., and Ph.D.); of these, most are in TESL. Significantly, one third to one half of incoming ALSSED graduate students come from Asia each year; China is the largest source, followed by Korea and Japan; another third, roughly, are domestic students; and less than a third come from other regions of the world (increasingly from the Middle East, particularly Iran, Latin America, Africa, and to a lesser extent, Europe). Many of the Canadian TESL students often have had previous professional experience in Asia (Korea, Japan, Taiwan).

An ongoing challenge is that ALSSED receives far more promising and qualified applicants than faculty can adequately supervise, and graduate student supervision and committee work is somewhat unevenly distributed across the group.

A break-down of students by gender over the past ten years indicates that female students make up well above 75% at the master's level, with an increase into the 90th percentile in 2007 and 2009.<sup>3</sup> At the doctoral level female students constitute slightly less than 75%.

International master's students constituted anywhere from 15-20% of our total intake, with a drop to 10% between 2008 and 2011 (possibly coinciding with the downturn in the global economy at the time). At the doctoral level, international students decreased from 25% in 2005 to just about 10% in 2007, and since then have been steadily increasing to just over 25%. An factor affecting international enrolments is the apparent match (or mismatch) between students' interests and expertise and those among faculty in our department.

Over the past ten years, an increasing number of Aboriginal students has enrolled in LLED programs: at the M.A. level, an average of 4.4% of the student population identified as Aboriginal, and a total of 21 Aboriginal students joined the department in the last two years of the time period under review (2012 and 2013). At the Ph.D. level the average proportion of Aboriginal students is at 7%.

---

<sup>3</sup> Gender, residency, and Aboriginal status across individual graduate programs is not available.

#### 4.2.4 Graduate Outcomes

Since 2008, the highest number of LLED graduate students receiving credentials each year is at the M.Ed. program level with an average of 33 students, ranging from 22 students in 2008 to 64 students in 2012. An average of eight students have graduated with an M.A. per year, ranging from 11 students in 2010 to four students in 2012. At the doctoral level, an average of 6.5 students have graduated each year from LLED, ranging from ten students in 2008 to two in 2013 (see the Tables in Appendix 4A for details).

Average graduation rates in LLED are high when compared to other education programs at UBC as well as UBC programs in general. The graduation rate over the review term for the research-intensive Master's programs is 100%, with students completing their degree in an average of 3.44 years. M.Ed. programs shows a graduation rate of 92.9%, with students finishing in an average of 1.83 years. The graduation rate at the Ph.D. level is 78.8%, with students taking 5.61 years on average to degree completion. Completion rates at this program level up to 2013 show that more than half of Ph.D. students (n=14) have taken five to seven years to graduate while the remainder (n=12) have completed their degree between three to five or seven to eight years.

Post-graduate outcomes for LLED Ph.D. students can be found in Section 4.11.

### 4.3 Structure, Curriculum/Pedagogy and Assessment

LLED's graduate programs include the M.Ed., M.A., and Ph.D. degrees in both LITR and ALSSED programs. The following sections describe them in more detail.

#### 4.3.1 M.Ed. Programs

LLED offers M.Ed. degrees in [Literacy Education](#), [Modern Languages Education](#), and [Teaching English as a Second Language](#). The M.Ed. is a research-based program involving educationally relevant research as a major focus of study. It is designed as a professional practitioner's degree for students aspiring to positions of leadership or positions requiring more advanced study than available at the bachelor's level.

The requirements for all M.Ed. degrees is 30 credits distributed as follows, chosen in consultation with students' supervisors:

- EDUC 500 (3 credits): Research Methodology in Education.
- Coursework in area of specialization (12+ credits)
- Electives coursework (15 credits)
  - This may include a 3-credit graduating paper option. For graduate students working in the public schools, the graduating paper is required if they wish to upgrade their Teacher Qualification Service category (information on TQS upgrades [can be found here](#)).
  - 6 credits of approved elective coursework can be taken at the 300-400 level.



Students who choose to complete the graduating paper may take a seminar (LLED 590) that the department offers yearly to provide guidance and support in conceptualizing and writing the graduating paper.

M.Ed. students are assigned a *pro tem* supervisor upon acceptance into the graduate program. Documentation provided to M.Ed. students entering LLED graduate programs includes a link to the [M.Ed. Handbook](#).

#### 4.3.2 M.A. Programs

LLED offers M.A. degrees in [Literacy Education](#), [Modern Languages Education](#), and [Teaching English as a Second Language](#). The requirements for the M.A. degrees are as follows, all chosen in consultation with the students' supervisors:

- EDUC 500 (3 credits): Research Methodology in Education
- An additional course in research methodology (3 credits)
- Coursework in area of specialization (15 credits)
- Thesis (9 credits)

M.A. students are assigned a *pro tem* supervisor upon acceptance to their M.A. program, and in consultation with the supervisor, select a second supervisory committee member. An external examiner is added for the final examination of the thesis. M.A. thesis defenses are public. More information about the M.A. degree can be found at the [Faculty of Graduate and Postdoctoral Studies](#). [Click here for the M.A. Student Handbook](#).

#### 4.3.3 Ph.D. Programs

LLED offers the Ph.D. in [Language and Literacy Education](#) ([G+PS information here](#)) and in [Teaching English as a Second Language](#) ([G+PS information here](#)). The core requirements for the Ph.D. in TESL and LITR are a minimum of 18 credits of coursework distributed as follows:

- Two doctoral seminars
  - LLED 601 (3 credits) Theories for Language and Literacy Research
  - LLED 602 (3 credits) Critical Analysis of Issues and Methodology in Language and Literacy Education
- A minimum of 12 additional credits of relevant coursework, determined in consultation with the supervisor

In addition:

- A comprehensive examination (see below)
- The dissertation

Each doctoral student is assigned a *pro tem* supervisor or co-supervisors upon acceptance into the Ph.D. program and is directed to the [Ph.D. Student Handbook](#). Students are encouraged to consult with the supervisor(s) to form the supervisory committee, which is to be made up of at least two

other faculty members, as early as practicable (no later than the second year of the Ph.D. program, preferably earlier).

The Ph.D. comprehensive examination is required by the Faculty of Graduate and Postdoctoral Studies of all doctoral programs with the view to assess students' analytical, problem-solving and critical interpretative abilities, their breadth and in-depth knowledge of the discipline, their ability to conduct independent and original empirical research, and their degree of preparation for the thesis research that is to follow. In LLED, comprehensive examinations normally take place in the second or occasionally third year of the program. In consultation with their supervisory committee, students select their topics and one of three examination options (Option A: Comprehensive paper, Option B: Portfolio, Option C: Three papers). Students have three to four months to complete the exam independently. LLED's three comprehensive examination options can be found in Appendix 4B. The majority of students choose Options B and C.

With the mark of a pass on the comprehensive examination, the dissertation research proposal is completed and then presented in a public forum. The proposal is vetted by the supervisory committee; once approved, the student advances to candidacy.

Following fieldwork, analysis, and writing, the dissertation is submitted to the examining committee (supervisory committee, plus two University Examiners and an External Examiner). The Final Doctoral Examination consists of a short (20-30 minute) presentation of the dissertation followed by questions put to the candidate by the examining committee (and subsequently, audience members). Successful performance by the candidate results in the conferral of the doctoral degree.

#### **4.4 Graduate Student Advising**

The Graduate Academic Advisor is responsible for overseeing from a department level the advising of graduate students in LLED. Supervisors are appointed (typically, self-selected) for all graduate students (M.Ed., M.A., and Ph.D.) from among the department faculty at the point of students' admission; these may be individual or co-supervisory arrangements, but all are technically *pro tem*. Supervisors are guided by documents at the department level (i.e., the M.Ed., M.A., and Ph.D. student handbooks; see links above [or click here](#)) as well as the faculty level, both in the Faculty of Education (especially the Office of Graduate Programs and Research) and the Faculty of Graduate and Postdoctoral Studies. The latter offers extremely detailed descriptions of the process and procedures for [graduate supervising](#).

Student progress is usually monitored by individual faculty supervisors, although as yet a mechanism for distributing students' actual course enrolments and performance is not in place (i.e., faculty rely on students to report what courses they have actually enrolled in and their marks in them). Advisory meetings are held on a one to one basis at the discretion of the student and supervisor. All LLED doctoral students are required to complete the Annual Academic Progress Reports in May/June (see sample in Appendix 4C). This document serves as the basis for supervisor feedback on students' research progress with a focus on completed coursework, dissertation progress, nominations and or awards received, publications, and conference attendance for the past year. Once signed by the students' supervisor(s), the LLED Graduate Advisor, and Department Head, the progress report is submitted with the student's CV to the Graduate Program Assistant for review and record keeping. Any academic or supervisory problems discerned are referred to the

Graduate Academic Advisor. The Faculty of Graduate and Postdoctoral Studies (G+PS) requires an additional progress report for Ph.D. Fellowship holders. This form is available on the [G+PS website](#) and requires details of previous year's achievements and research planning objectives for the upcoming year.

#### **4.5 Faculty Student Supervision**

Of the 29 current faculty members in LLED, 25 (86%) have supervised students between 2008 and 2013. LLED faculty supervise on average 9.86 students in M.A., M.Ed., and Ph.D. programs; disaggregated, averages are 5.3 Ph.D., 3.7 M.A., and 13.0 M.Ed. Additionally, coordinators of any M.Ed. cohorts run by the department have an average of 26.6 M.Ed. student supervisees (the actual number encompassing the entirety of each cohort). Co-supervision for Ph.D. students is an average of 4.4, and for M.A. students, 2.4.

Many faculty members' thesis committee memberships are substantially higher than these numbers reflect, often representing more than double the number of students they personally supervise.

#### **4.6 Graduate Courses**

LLED graduate courses invite students to reflect critically on contemporary language and literacy practices in and out of schools, spanning local, national and global contexts with a focus on the many rich, multiethnic and multilingual contexts of language and literacy learning in our schools and communities. Core graduate courses centre on foundational concepts and theory in specific areas. Special courses in a subject matter fields (LLED 565x) are designed to bring students up to date in recent findings in the various areas of research represented by LLED faculty. Appendix 4D provides a list of LLED graduate courses, including recent LLED 565x offerings.

Major credit courses taught outside the unit taken by LLED students include courses in other departments within the Faculty of Education, the Faculty of Arts and its Master of Arts in Children's Literature ([MACL](#)) program, for example, as well as other Faculties. A number of LLED courses are cross-listed with CCFI, ECPS, and EDST. Course enrolment statistics per course are not documented. Undergraduate courses require a minimum of 18 students to run, graduate courses 10 students.

Sample graduate course syllabi, theses, and dissertations can be made available to the reviewers during their visit.

#### **4.7 Research Mentoring**

Students are informed about their research conditions, roles and responsibilities through individual offer letters, and also through the graduate LLED Handbooks. A Graduate Student Orientation social is organized by the LLED Graduate Peer Advisors in consultation with the Graduate Academic Advisor, Head, and staff in the first week of September to introduce new students to staff, resources, and faculty in respective program areas. Students have the opportunity to listen to presented material, ask questions to a panel of faculty, and interact with other new and continuing

students. International students receive an additional UBC [International Student Handbook](#). Based on the small number of student survey responses to questions about clarity of research guidelines and expectations, most students indicated that they were well-informed about institutional and departmental policies and procedures, with staff reportedly constituting a helpful resource. Student roles and responsibilities are generally clear and students' comments attest to a high level of support being provided by faculty in coursework and research through feedback, meetings times, advice, etc. Meanwhile, faculty reported relying primarily on the G+PS website, but also on the three LLED Handbooks (M.Ed., M.A., and Ph.D.) to advise their students in research and course selection. The LLED Graduate Program Assistant was also named as an important resource for faculty, as was the LLED website.

#### **4.8 Environment Resources for Graduate Students**

Currently, work and social space is limited for LLED students in the Ponderosa Annexes E/F in which LLED resides. The space occupied by the department has not changed since the previous department review. Student work and social space includes a shared (with faculty and staff) kitchen and lounge on the second floor of Ponderosa E. The Digital Literacy Centre serves as a study/meeting space for students when classes or meetings are not held. A small student computer room on the 2<sup>nd</sup> floor of Ponderosa F is also available for students, equipped with 4 computers – two Macs and two PCs – and a printer. Students may also sign out laptops and iPads for teaching and research from the main office. Meeting and classroom bookings are available to students on an availability basis in the main Education building. Student access to computers, IT, and research support is available through multiple UBC library and IT services on campus.

The department has yearly funding from the Office of Graduate Program and Research (OGPR) to hire Graduate Academic Assistants (GAAs) at a total of 5.0 FTE. The department's 5.0 student FTE are usually broken down into: three Graduate Peer Advisors (GPAs) sharing 1.5 FTE, three DLC GAAs at 1.0 FTE each, and Print Materials at 0.5 FTE. GPAs provide peer support (academic and social) and organize departmental activities such as one-to-one consultations, social events, research seminars and workshops, as well as the bi-annual LLED Graduate Student Conference. In addition, GPAs sit on the Faculty of Education's Graduate Advisory Committee. The department allocates \$1000 annually for Graduate Peer Advising activities, with additional funding allocated for student conference years (every other Spring). DLC GAA responsibilities centre on technologies support for research and teaching in the department. The Print Materials' GAA oversees the department's children's book collection, which supports teaching and research for students and faculty in the literacy streams. GPAs are chosen through a collaborative effort between current GPAs, the Graduate Academic Advisor, and expressions of interest by continuing graduate students.

LLED graduate students contribute to departmental teaching as Graduate Teaching Assistants (GTAs) throughout the year. On average LLED hires approximately 20 GTAs a year to assist in teaching. This equates to approximately 80 credits a year (26 courses). Most of the GTA work in LLED is done through the UBC-Ritsumeikan Academic Exchange Programs. Many students also work as Graduate Research Assistants or Graduate Academic Assistants on individual faculty research grants. Annually there are 15-20 student appointments tied to individual faculty research projects, over a period ranging from two weeks to 12 months, based on the projects and research support required.

Another initiative involving LLED students is the student-run [Tandem](#) language exchange program developed in 2011 by a former graduate student in TESL. The project team has since expanded to include members from a wide range of departments and faculties (including LLED) to facilitate and support additional language learning and intercultural understanding throughout the campus community.

## 4.9 Student Awards and Finances

The LLED student success rate on Tri-council scholarship competitions has been consistent between 2009 and 2013 (the self-study committee was not able to obtain information for 2008), with an average of three doctoral SSHRC fellowships awarded each year. In 2010 the number of recipients rose to four Ph.D. students, and in 2009 one of the two recipients included an M.A. student. The total number of 2009-2013 SSHRC awards among LLED graduate students included one Canadian Graduate Scholarships-Master's (\$17,500), nine Canadian Graduate Scholarships-Doctoral (\$303,205.48), 23 Doctoral Fellowships (\$393,114.31) for a total sum of \$713,819.79. The premier category Vanier Canada Graduate Scholarships (approximately \$50,000/year) were awarded to an LLED doctoral student in 2011 and again in 2013. In addition, Faculty of Education Aboriginal scholarships and one UBC Aboriginal Scholarship were awarded between 2009 and 2013. Each year, one incoming Ph.D. student receives an Entrance Scholarship (\$14,000) through the support of Faculty of Education.

LLED students are also supported by Graduate Student Initiative (GSI) Awards (approximately \$110,000 total, each year) and contributions from the department (\$50,000 for 2011 and 2012, \$30,000 for 2013). Funding is thus not only provided for incoming students (\$8,000-\$13,000 for Ph.D.s, \$2,000-\$4,000 for M.A.s), but also for current Ph.D. students during their first 4 years of study (\$8,000 for each student in the past three years).

Graduate students are also supported through various department awards including the LLED Travel Award (\$250-\$500/applicant), the Language and Literacy Education Graduate Prize for the best M.Ed. graduating paper and M.A. thesis in Literacy Education (\$1,000 annually), and Award for Outstanding Service in LLED; the Mary Ashworth Memorial Graduate Scholarship in Education for TESL students (approx. \$2,000); and the Ann Hawson Memorial Prize in Language Education for the best Ph.D./M.A. thesis in MLED or TESL (previously \$300 but now discontinued). In 2013, we received \$2,000 from an anonymous donor in the department to support and award two students who are making strong progress in their thesis research in first and second language literacy education.

## 4.10 Graduate Student Research Productivity

LLED doctoral students are widely recognized for their research excellence and the publications they produce. The following record of LLED graduate students' publications and conference presentation is based on self-reported data from 17 participants who completed LLED Review Student Survey.<sup>4</sup>

---

<sup>4</sup> As of 2012, graduate student publications and conferences presentations are recorded in the annual Academic Progress Reports and transferred to the LLED database. All publication and conference records prior to 2012 were stored as hardcopy.

In total, students listed *121 refereed conference presentations* (including posters) at venues including the following:

- Children’s Literature Association Conference
- American Association of Applied Linguistics (AAAL)
- Asian Conference on Language Learning
- TESL Canada
- American Anthropological Association Annual Meeting (AAA)
- National Reading Conference/Literacy Researchers Association
- Canadian Association for Applied Linguistics Conference (ACLA/CAAL)
- TESOL Convention
- American Educational Research Association (AERA)
- World Congress of Applied Linguistics (AILA)
- Health Literacy Research Conference
- Canadian Society for the Study of Education (CSSE)
- International Reading Association Convention
- International Systemic Functional Linguistics Congress

There were also *48 publications* (including one book, several chapters, book reviews, and research articles). Journals included the following:

- Children’s Literature in Education
- Journal of Pragmatics
- Language Learning
- Journal of Curriculum and Pedagogy
- Contemporary Foreign Language Studies
- Linguistics and Education
- Journal of Adolescent and Adult Literacy
- Qualitative Inquiry
- Canadian Journal of Education
- Journal of Early Childhood Literacy
- TESL Canada Journal
- Canadian Journal of Public Health

#### **4.11 Post-Graduation Outcomes**

LLED Ph.D. graduates have taken up tenure-track positions at universities in Canada (e.g., Winnipeg, Ottawa, Edmonton, Calgary, Charlottetown) and other parts of the world (Cincinnati, Atlanta, Long Beach, Lancaster, Seoul, Tokyo, Zhuhai). Other graduates have opted to pursue other kinds of professional and leadership roles at universities nearby (UBC, SFU), or as independent community leaders and teachers. Many M.A. graduates continue their studies at the doctoral level in Canada (UBC, SFU, U Calgary, OISE, McGill, etc.) or abroad. Appendix 4E provides a more detailed breakdown of Ph.D. student outcomes.



## 4.12 Graduate Student Report

The following account was collaboratively produced by the three current [Graduate Peer Advisors](#) (Melanie Wong, Harini Rajagopal, Espen Stranger-Johannessen) based on ongoing conversations with peers as well as observations made throughout their years in LLED.

LLED is internationally recognized as being academically high caliber – an important consideration for its students in their scholarly pursuits and personal sense of satisfaction. LLED students are fortunate to be mentored and instructed by world-class researchers who have made significant contributions in their fields. A majority of students agree that LLED faculty members do an outstanding job in their capacities to offer support, guide research ideas, understand student needs, and be reflective in their engagement with students.

One of the many strengths of LLED is its focus on community – its openness to student participation, its promotion of departmental and Faculty of Education activities, and its consistent efforts to provide a warm and supportive space. LLED engages with its students in a spirit of collaboration. Student opinions are sought on many matters, student concerns are treated seriously, and critical expressions are treated with respect. This attitude of supportive caring builds strong bonds between and among faculty, staff and students.

In addition, students have the opportunity to connect with their peers and LLED faculty inside and outside the classroom, and faculty and staff are always approachable and easy to talk with. Besides academic events (research and apprenticeship seminars), there are a number of department social events, including celebrations after graduation ceremonies, holiday socials, and end/beginning of term parties. The inclusion of family and friends in many of these events offers a sense of camaraderie and belonging, which is especially appreciated by international and non-domestic students.

A majority of the students report feeling supported in their academic journeys (M.A. or Ph.D.). There have been very few reports of advisor-student interactions that do not progress positively. Many students feel free to pursue their academic and research paths independently while appropriate guidance is available when necessary from existing research networks, student colleagues, and faculty members. A range of ideas, varying research interests, diverse research topics and methodologies co-exist within the department, for the most part, in harmony. The atmosphere in the department is one that allows for an open exchange of ideas.

One area that students agree needs further development in LLED is faculty supporting graduate students to look beyond this department to enhance their academic paths. This could include facilitating and encouraging students to take courses outside of LLED (other departments in the Faculty of Education or other faculties), encouraging students to seek committee members outside of the department when appropriate, and recommending workshops and events outside of the department and the university. While some faculty members already do this, some students note that it is not always presented as a valuable option even though it might be a useful to many students. In addition to building on the interdisciplinary nature of educational research, on a practical level it might also be the first step towards identifying a potential research committee member, networking with a research partner or site, or identifying an organization of particular interest.

Many students agree that LLED's apparent lack of engagement with the local community (schools, non-profit organizations etc.) is an area for improvement. Since most students have had experiences in schools and communities, the lack of real-world connection occasionally makes academic participation difficult – in particular for doctoral students who spend a longer time period in LLED – both in terms of research experience and social connections. One possibility, although sensitive and potentially time-consuming, would be to collaborate with community institutions/ members to facilitate small research projects or even visits, typically as part of a course. For students with a particular interest in such an opportunity it could be a valuable learning experience.

An additional challenge is the perceived overemphasis on grants (SSHRC, travel grants, etc.) and grant writing. Although students are provided with excellent support in the area of writing grant proposals (from supervisors and other faculty members) and are aware of the importance of this process in their academic journeys, the majority agree that it is only one component of their studies and that there is extraordinary pressure from this aspect of academia that may not always be productive.

Furthermore, increased teaching opportunities in a range of courses within the department and faculty would be appreciated as these are vital skills for graduate students to be able to gain and/or demonstrate. Even assisting faculty members with course preparation, managing online content, or grading, constitute opportunities that provide graduate students with enhanced experiences for their academic careers. For doctoral students, especially, teaching experience in an academic environment is an important and often required component for future academic positions. The department might consider ways to ensure that all interested Ph.D. are offered TA-ships. We note that some departments at UBC offer incoming doctoral students guaranteed TA-ships but realize that this might not be practical or advisable for LLED. In addition, some international M.A. students believe that opportunities for funding should be presented to all students in order to facilitate their academic journeys without the financial anxiety brought on by these years of graduate education.

Students are also often unclear about the expectations of the program, the trajectories and the options they have as graduate students in LLED. Beginning with taken-for-granted aspects of academic discourses, like how to work on a literature review or how to apply for a conference, there are confusing aspects that might have more to do with the nature of the academy than LLED itself. However, a more engaged recognition of this issue and active steps to assist students in this process would be appreciated. In addition, differing expectations in terms of publications, performance, participation, and departmental and university regulations present challenges to students. One possibility is for the department to facilitate or support peer groups, such as senior doctoral students serving a kind of mentoring role, as we are familiar with from other universities.

Overall, however, LLED remains a space where students feel valued and respected. We are grateful for having the opportunity to express our concerns and hope these will contribute positively and constructively to the department's continued wellbeing and growth. Again, we would like to emphasize our immense appreciation for LLED's collaborative spirit that is our sustaining impression of the department.



### 4.13 Post-Doctoral Fellows

Post-doctoral fellows within the department are required to follow overall [UBC policy](#) which ties fellowships to individual faculty research sponsors. Most postdocs apply to the department through Tri-council supported postdoctoral fellowship programs (for which only Canadian citizens/permanent residents are eligible). Typically this requires that applicants directly contact faculty sponsors for a letter of support, which is then submitted to the Tri-council agency. If approved with funding, the applicant receives by an official welcome letter from UBC, copied to the department in which the faculty sponsor resides.

Currently, Dr. Lorna Boschman is the only postdoc in LLED. She is working with Dr. Mary Bryson, Head of the Institute for Gender, Race, Sexuality and Social Justice. Dr. Boschman's postdoc is housed within Dr. Bryson's CIHR funded Cancer's Margins project until 2015. It is a pan-Canadian study with LGBT populations who have been diagnosed and treated for breast or gynecologic cancers. Dr. Boschman continues her qualitative research specializing in arts- and community-based methodologies and acting as project coordinator for the Cancer's Margins project. All duties and responsibilities related to Dr. Boschman's research, including evaluation of project duties, are carried out under the direct supervision of Dr. Bryson.

### 4.14 Critical Evaluation

Faculty survey responses as to whether there is a critical mass of faculty to supervise and support students in the various LLED program demonstrated some variation on this issue. While 60% agreed that there was critical mass, 31% disagreed and 9% strongly disagreed with this statement, no doubt due to faculty representation in specific program areas. Seven of the eight responses pertaining to this survey item acknowledge an inadequate level of supervision for the current number of LLED graduate students, including several comments conveying a need for more/new faculty in the department, more willingness among current faculty to share the work, and two statements pointing to the department's difficulty to accommodate the number of current students and/or qualified applicants. Students made similar observations in their survey responses, noting that faculty members' substantial workloads fail to consistently provide students with necessary support, and suggesting that the number of students being supervised per faculty member be reduced.

LLED faculty employ doctoral students and, when feasible, M.A. students as Graduate Research Assistants on projects and include them in data collection, data analysis, and dissemination of results via conference presentations, journal articles, book chapters, and even co-authored books. Furthermore, instructors in some courses have received Behavioral Research Ethics Board approval for students to conduct empirical research as an optional assignment. As well, there is a strong culture among faculty of informal mentoring and for example, they: offer considerable guidance and support in Social Science and Humanities Research Council of Canada Doctoral Fellowships; encourage students and support students in submitting papers for publication, proposals for conferences and applications for grants; read and respond to drafts of papers, articles, and so forth; and invite students to co-author for scholarly publication. As well, faculty are proactive in nominating students for awards and recognition, locally, nationally and internationally. Unfortunately, Teaching Assistantships for M.A. and Ph.D. students in literacy are limited and so

opportunities for doctoral students especially to develop this part of their portfolios is both constrained and highly competitive.

Based on students' survey responses generated for the review's self-study, LLED courses were generally viewed as being of high quality. Reports of less satisfactory experiences with LLED courses cited scheduling constraints or the particular expertise of the faculty member teaching the course. Students generally found the first doctoral seminar (LLED 601) to be sufficiently comprehensive and worthwhile, whereas the second seminar (LLED 602), which centres on methodological issues in research, was described as valuable but needing greater depth, though constraints of the course, its purpose, and the diversity of student research interests were acknowledged. Perhaps a third, more detailed doctoral methodology course (LLED 603) might be offered, and rotated according to faculty expertise. A related concern conveyed in a substantial number of survey responses was the need for more courses on research methodology, either offered within LLED or in other Faculty departments. In terms of the number and range of course offerings in LLED, students noted that at times they were unable to register in a course due to lack of space or found that offerings had little relevance to their particular research area. Specifically, students reported a lack of course offerings in literacy, multimodality, technology, and modern languages teaching (i.e. teaching languages other than English). Quality of instruction was described as depending on the instructor, with several faculty members singled out as exceptional teachers.

An important impact on graduate students' learning experiences is their ability to participate in the LLED community. An overwhelming concern reported by students was the need for student-designated work spaces to facilitate such participation. Even space for graduate teaching assistants and sessional instructors to consult with their students is lacking. Students viewed increased interaction with and among doctoral candidates as a crucial part of building a strong LLED community, as this group was seen as an important (and currently underutilized) socialization resource for incoming and newer students. Secondly, there was a reported need for more access to teaching experiences. This included increased transparency about how GTA-ships are allocated and a greater effort to appoint teaching more equitably across program levels, and with regard to nationality and race/ethnicity. In addition to requests for more GRA-ships, a few students suggested increasing student-faculty collaboration and research opportunities in local contexts. It was also noted that there is little opportunity to GTA in language courses in other departments, which typically give priority to students and colleagues in their own units.

## 5. SCHOLARLY & PROFESSIONAL ACTIVITIES

Guidelines for the scope and content of Module 5 derive from the “Principles, Procedures and Guidelines for External Academic Unit Reviews” memo from the UBC Vice-Provost and Associate Vice-President Academic, dated March 1, 2013 (see especially pp. 10-11). It is aimed at “demonstrat[ing] both the extent and quality of scholarly and professional activity in the academic unit.”

### 5.1 Research Intensiveness and Dissemination

Key areas of existing and emerging excellence in LLED research and teaching include second language learning, early and adolescent literacies, multiple literacies, English for academic purposes, health literacy, Chinese language, and drama education. Digital literacies and Indigenous education and research were identified in the faculty survey as being of particular significance. A number of faculty expressed the hope that the still new area of Indigenous language education would continue to gain strength and become better established and more visible. While the department excels in research on digital literacies, it was noted that LLED’s expertise in the area is unfortunately not reflected in course offerings.

The department boasts a prolific scholarly output, with over 170 book chapter contributions and nearly 200 articles published between 2008-2013 in refereed journals such as *Applied Linguistics*, the *Journal of Adolescent and Adult Literacy*, *Language and Education*, *Narrative Inquiry*, and the *Journal of Second Language Writing*. Faculty also authored a total of 23 books and served as editors on another seventeen. Creative works produced by LLED faculty members range from poetry to fiction, from theatre performances to software for simulating theatre environments, from jazz and spoken word performances to visual art exhibits. Research is presented at national and international conferences, including general education meetings such as AERA and CSSE, as well as a broad range of field-specific meetings such as the World Congress of Applied Linguistics, the International Symposium on Poetic Inquiry, the International Conference on Heritage/Community Languages, and the meetings of the International Reading Association, the Teachers of English to Speakers of Other Languages, the International Drama Education Association, the Society for Digital Literacies, and the International Pragmatics Association, to name but a few.

LLED is particularly active in knowledge translation, participating in a wide range of activities that share research findings and develop applications with organizations and communities beyond the university. Several faculty members have developed large-scale literacy projects such as the PALS project, which works with more than 500 immigrant and refugee families, and the Cancer’s Margins Project, which works across five provinces to develop awareness, policy and population-based interventions (See Section 6 below). Faculty have made numerous presentations to and conducted workshops with local, national and international groups. They have also used digital media such as webinars, podcasts and websites to make their research accessible to wider audiences. Faculty have provided leadership to the Asia Pacific Economic Cooperation (APEC) Education Network related to language education policies, as well as contributing to policy discussions related to instruction, curriculum, and assessment at the national, provincial, and local levels in Canada. It is also worth noting LLED’s contributions to course development and curricular change at UBC that mean new

teachers in the province will graduate with a deeper understanding of issues in Aboriginal education.

LLED faculty have extensive research and professional networks internationally as well as across Canada, and many hold (or have held) key leadership roles in national and international academic and professional associations, such as the Canadian Association for Applied Linguistics, the American Association for Applied Linguistics, the TESOL International Association, the International Association of School Librarians, the BC Association of Teachers of Modern Languages, the Canadian Association of Second Language Teachers, the Consortium for Training, Language Documentation and Conservation, the International Reading Association, the Digital Poetry Archive of Canada Society, the International Society of Language Studies, and the Literacy Research Association. Our faculty also serve (or have served) on the editorial boards of many leading Canadian and international journals in literacy, applied linguistics and language education, and they have helped organize numerous scholarly conferences in these fields, as well.

Many of the department's faculty participate in and promote collaborative and interdisciplinary work. Examples range from small-scale activities (workshops on a/r/t/ography and health research presented for the Faculty of Medicine) to consultations (meetings with the Universities of Manitoba and Saint-Boniface to consider French education program possibilities) to teaching (site facilitation for a program of international Indigenous language and culture courses offered through the University of Hawai'i ). One of our faculty is co-founder of the HCI-Book Working Group, an international collaborative of interdisciplinary academics at the forefront of digital humanities scholarship. And several members of our department have been involved in important collaborative projects in Africa. These include: the African Storybook Project, an initiative with leading scholars from African universities to stimulate the provision and use of openly licensed stories in local African languages for early reading; Reading Ethiopia, an on-line community librarian education program for developing countries in partnership with CODE; the Ethiopia-Canada Educational Research Collaborative, an initiative to develop joint research projects between faculty and students in LLED and at Addis Ababa and Bahir Dar Universities in Ethiopia; and the Dadaab Diploma in Teacher Education, which offers professional development to teachers in Kenya's largest refugee camp. Additionally, faculty members have served as directors for UBC's CILS (Centre for Intercultural Language Studies), CCFI (Centre for Cross-Faculty Inquiry), the Network of Centres and Institutes in Education, and as Faculty of Education representative on UBC's China Council, an executive committee established to foster collaboration and academic/research partnerships with top-tier Chinese universities and scholars.

Finally, LLED faculty have supported their scholarly programs and graduate students with a wide range of external and internal grants that total more than \$3,000,000 in the 2008-2013 review window alone (see the two tables in Appendix 5A for details). LLED's success in obtaining such funding has raised the department's research-intensive profile across Canada and around the world.

## 5.2 Faculty Awards and Distinctions

LLED's scholarly reputation in the fields of applied linguistics, literacy studies, and language education is well-established. Numerous awards and prizes (some 35 in total for the period of review) have been awarded to faculty members, including: *TESOL Quarterly's* award for outstanding research; the NCTE Promising Researcher Award; the NCTE Purves Award for the

article with potential to make most impact on practice; AERA's award for distinguished contributions to gender equity research; and the AERA Emerging Scholar Award for Critical Perspectives in Early Childhood. Faculty have held visiting professorships and fellowships in the US (at Stanford and Carnegie-Mellon), South Africa (at WITS), and Europe (at London, Pecs, and Zurich). Closer to home, two LLED faculty have been named Distinguished University Scholars, eight have won Killam Awards for Teaching Excellence, and one was named the Professor of Indigenous Education in Teacher Education, among many others. Our faculty have served as guest editors for special issues of *Applied Linguistics*, *School Libraries Worldwide*, *Canadian Journal of Applied Linguistics*, *Canadian Modern Language Review*, *Journal on Excellence in College Teaching*, and *Journal of Second Language Writing*.

## 6. SERVICE & COMMUNITY PARTNERSHIPS

Guidelines for the scope and content of Module 6 derive from the “Principles, Procedures and Guidelines for External Academic Unit Reviews” memo from the UBC Vice-Provost and Associate Vice-President Academic, dated March 1, 2013 (see especially p. 11). It is aimed at describing and assessing “activities undertaken by the academic unit that serve the wider community, such as public lectures, community service learning programs, involvement in community health, social and learning initiatives.”

Faculty in LLED engage in community activities and partnerships which provide education about language and literacy within school and other public settings (e.g., libraries, theatres, etc.) for educators, students, administrators, parents, and the public at large.

*Public Lectures.* Many faculty members in LLED are called upon regularly to provide international plenary talks, invited guest lectures, featured colloquia, and short courses at universities near and far, and/or are invited to be scholars in residence to help build research capacity and knowledge mobilization on behalf of UBC in other educational communities, from Kampala to Shanghai.

*Workshops.* Several faculty have been involved in work supporting literary arts, giving poetry workshops for students and teachers in local schools, organizing annual children’s literature roundtables for popular authors and illustrators, and providing instructional workshops to UBC instructors/professors regarding teaching UBC students for whom English is an additional language.

*Community projects.* Faculty are also involved in ongoing or longer term community projects, ranging from international language and literacy initiatives in Africa to advising on Mandarin-English bilingual programs in the Lower Mainland.

*School, community and provincial advisory committees.* In addition to sitting on academic associations and committees, LLED faculty are active members on a wide range of school, community and provincial advisory committees, often with long-term investment in a particular school or community organization.

*Government initiatives.* School boards/districts regularly consult with faculty on a range of issues relating to language assessment and curricular innovation and faculty have actively contributed to various government initiatives over the years, both at the provincial and national level. Many have also authored teaching handbooks and student textbooks.

*Media engagement.* LLED faculty have been interviewed by local and national media outlets, including the *Vancouver Sun*, *MacLean’s*, and CBC/SRC, on topics ranging from French language education to the teaching of handwriting.

These activities over the 2008-13 review period are detailed in Appendix 6A.

## 7. ABORIGINAL ENGAGEMENT

Guidelines for the scope and content of Module 7 derive from the “Principles, Procedures and Guidelines for External Academic Unit Reviews” memo from the UBC Vice-Provost and Associate Vice-President Academic, dated March 1, 2013 (see especially p. 11). It is intended to “discuss and provide examples of the attainment of the Aboriginal Strategic Plan.... educational opportunities for Aboriginal people and opportunities for all students to learn about Aboriginal issues....[and to] provide examples of courses and community service learning and research opportunities that have an Aboriginal component.”

The UBC Strategic Plan highlights Aboriginal Engagement as an action item for UBC, seeking to engage Aboriginal people in mutually supportive and productive relationships, and integrate understandings of Indigenous cultures and histories into its curriculum and operations. The Department of Language and Literacy has responded to the goals of Aboriginal engagement through curriculum developments, research collaborations, community partnerships and professional development opportunities and engaging Indigenous communities in dialogue with the broader community on issues of significance to Indigenous peoples.

### 7.1 Expanding Curriculum Developments

Over the past five years, LLED has been increasing its course offerings in Indigenous education, including LLED 513, Indigenous Storytelling in Education and Research, and courses focusing on Indigenous language revitalization. Further, increasing attention has been devoted to including Indigenous knowledge perspectives in undergraduate and graduate course offerings. As a result, the department has increased the number of Indigenous graduate students applying to LLED. For example, drawing on these new and existing course offerings, LLED has initiated a new Master’s in Education in LLED, with an Indigenous focus. This M.Ed. program was designed through consultation with Aboriginal district principals from school boards throughout the Lower Mainland, responding to the changing educational landscape in Aboriginal education in British Columbia. The program is also supported by the Faculty of Education’s Professional Development and Community Engagement. Fifteen Aboriginal and non-Aboriginal students will graduate from this M.Ed. program in July 2014.

Community collaborations with Aboriginal organizations and communities have resulted in broader-based curriculum developments. With funding from Human Resources and Skills Development Canada, Dr. Jan Hare has developed an *Aboriginal Family and Community Literacy Curriculum (AFCLC)*, which bridges knowledge of early and family literacy with Indigenous knowledge perspectives and pedagogies. This curriculum was developed in collaboration with the Aboriginal Head Start Association of British Columbia, which is a provincial representative of the national Aboriginal Head Start program serving Aboriginal children and families in urban and rural communities. The AFCLC has been delivered to Aboriginal early childhood educators, parents and staff in Aboriginal Head Start programs from over 40 project sites across Canada.

Dr. Jan Hare and Dr. Galla have extended community collaboration to include language revitalization curriculum developments. In partnership with the BC Aboriginal Child Care Society and working with the Splotsin First Nation, Dr. Hare oversaw the development of a certificate

program, *Language Immersion in Early Learning Settings*. Currently, there exist training opportunities for language educators through a Developmental Standards Teaching Certificate (DSTC), which prepares them for teaching in the K-12 system. These are offered at several post-secondary institutions in BC. Recognizing that language revitalization is promoted in the early years and the small growth in early immersion programs in the province, this curriculum seeks to provide training opportunities for these emerging Aboriginal early childhood programs.

During Summer 2013, the “Living Our Indigenous Languages” Institute brought together Indigenous and non-Indigenous students, faculty, staff, language advocates, community members, policy makers, educators, practitioners, and scholars, who are interested in reclaiming and revitalizing Indigenous languages, many of which are endangered. Four courses were offered in 1-, 2-, and 3-week increments offered by LLED and the First Nations Languages Program (Faculty of Arts), which allowed students to learn firsthand from language speakers, learners, and educators about their personal and professional experiences, as well as understanding practices in Indigenous language revitalization efforts. Dr. Kauanoē Kamanā, Associate Professor in Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language at the University of Hawai‘i Hilo, was invited as the Summer Noted Scholar to teach a course titled “Indigenous Language-Based Education in a Non-Indigenous World.” Other institute courses included: Multimedia Technology & Indigenous Language Revitalization, Endangered Language Documentation & Revitalization; and Global Perspectives on Indigeneity – Solidarity, Struggle and Possibilities in Language & Literacy Education. Over 40 students enrolled in this institute.

## 7.2 Research Collaborations

Faculty members in LLED have engaged in research that is of value and benefit to Aboriginal communities. Some examples include:

- Quality Care in Aboriginal Early Learning (PI: Dr. Jan Hare, Research Collaboration with BC Aboriginal Child Care Society);
- Family and Community Perspectives on Early Literacy in Aboriginal Head Start Settings (PI: Dr. Jan Hare, Research Collaboration with Aboriginal Head Start On-Reserve national program);
- Building Capacity in Family Literacy Through an Aboriginal Family and Community Literacy Curriculum (PI: Dr. Jan Hare, Research Collaboration with the Aboriginal Head Start Association with British Columbia);
- Transitions to Early Learning Settings (PI: Dr. Jan Hare, Co-PI: Dr. Jim Anderson, Research Collaborations with BC Aboriginal Child Care Society and Vancouver School Board);
- Aboriginal Youth Mobility (PI: Dr. Jan Hare, Research Collaboration with M’Chigeeng First Nation).

## 7.3 Community Relationship and Professional Development Opportunities

Leading literacy scholar and educator, Dr. Jim Anderson, and community literacy educator, Fiona Morrison, collaborated with families and educators in the Langley School District to develop a family literacy program, *Parents as Literacy Supporters* (PALS). Well received in the two



communities in which it was initially implemented, the program was adopted throughout the province. The Prince Rupert School District was one of the first areas to avail of the expansion of PALS where under the leadership of Debbie Leighton-Stevens, District Principal of Aboriginal Education, the program was adapted to fit the needs of aboriginal families and infused with First Nations languages and content. However, this adaptation was informal and subsequently Gail Stromquist, Aboriginal Coordinator with the Langley School District, collaborated with First Nations educators, elders and families to develop *Aboriginal PALS*, a resource book designed specifically for First Nations communities. In her new role overseeing Aboriginal Programs with the British Columbia Teachers' Federation (BCTF), Ms. Stromquist continues to provide initial professional development, as well as ongoing support for program facilitators in communities throughout BC.

Over the last three years, Alison Gear, the Early Years Learning Coordinator with the Haida Gwaii School District, has worked with families and communities there to develop a *Haida PALS*, a version of the program that incorporates Haida culture, epistemology and language. Ms. Gear documented the development of Haida PALS as part of the research for her M.A. thesis for which she received the Best M.A. Thesis Award (2013) from LLED and the top Masters Paper Award (2013) from the Association of Literacy Educators and Researchers.

Most recently, the Faculty of Education has established a Professorship of Indigenous Education in Teacher Education. Dr. Jan Hare has been named the holder of this Professorship. The goals of this Professorship are to enrich teacher education with Indigenous knowledge perspectives, histories and pedagogies through an integrated approach to teaching and research, engage in professional development of in-service/practicing teachers, extend professional development opportunities to the faculty that will enhance Indigenous content. She has hosted numerous public events in this role, advancing professional development of pre-service and in-service educators.

## **8. PEOPLE & OUTSTANDING WORK ENVIRONMENT**

Guidelines for the scope and content of Module 8 derive from the “Principles, Procedures and Guidelines for External Academic Unit Reviews” memo from the UBC Vice-Provost and Associate Vice-President Academic, dated March 1, 2013 (see especially p. 11). It is aimed at assessing the working and educational environment, morale, and institutional culture of LLED as reflected in the experiences and perceptions of faculty members, staff, and students. The data are drawn from the self-study surveys, follow-up email communication, and focus group discussion from the first department retreat. Appendix 8A contains the Faculty Survey results (comments from the open-ended items have been summarized below).

### **8.1 Results from the Faculty Survey**

#### **8.1.1 Workplace Environment**

A majority of survey responses (63.6%) either agreed or strongly agreed that LLED offers a positive work environment, although 11 of the 12 comments here (and others elsewhere in the survey) variously alluded to low morale, “mistrust,” and a “tense,” “divisive” atmosphere that had recently settled upon the department. Many of survey responses also indicated that the climate had recently improved. It was suggested that regular office hours on campus and more purposeful efforts to work together might help to re-establish collegial working relationships. In addition, more than two-thirds of faculty reported enjoying working as a faculty member in LLED. Comments for this survey item again made mention of past difficulties and recent improvements under the leadership of Dr. Lee Gunderson.

#### **8.1.2 Reputation**

LLED was described as having a strong national reputation in terms of faculty stature and program innovation in important areas of study, comparable only to OISE/UT in Canada. A number of faculty, especially in the ALSED program areas, were seen as having international scholarly reputations and as providing significant visibility to the department.

#### **8.1.3 Professional Advancement**

Less than two thirds (60%) of survey responses reported agreement that faculty were adequately supported in professional advancement, with comments citing a lack of formal mentorship (see also Section 10), insufficient IT, and insufficient administrative support. However, several respondents noted improvements in this area with the current interim department head.

#### **8.1.4 Workload Inequity**

Twelve of the 22 survey responses agreed that there was equitable distribution of workload and

resources in LLED; the remaining 10 either disagreed or strongly disagreed. Comments remarking on unequal workload distribution pointed especially to service work, but student supervision and teaching in the B.Ed. and undergraduate programs were also mentioned. Other comments expressed a lack of transparency about how workload was distributed.

### **8.1.5 Department Communication**

Communication with and by departmental leadership was indicated to have improved in recent months. Institutional as well as scholarly and social information was reportedly successfully distributed through LLED electronic mailing lists and department email. A more effective means of publicizing the accomplishments of faculty was suggested.

### **8.1.6 Support to Advance Professionally**

Nine of 22 survey respondents disagreed that they were provided adequate support in the department to advance professionally (through mentoring, annual reviews, and leadership development). There was some comment about a lack of formal mentoring structures for junior faculty, a concern given LLED's aim of faculty renewal in the near term.

### **8.1.7 Strengths**

Based on faculty survey responses, LLED's strength was above all its contributions to scholarship. This included leading-edge research from a critical mass of internationally recognized scholars who are not only leaders in their fields but award-winning teachers and mentors. As a unit with a diverse range of foci, interests, and extensive expertise, programmatic expertise and range was also cited as a strength, as was LLED's significant contributions to UBC's Teacher Education Office. Also mentioned were the levels of collegiality and collaboration among LLED faculty and the large number of strong graduate students.

### **8.1.8 Faculty Suggestions for Improvement**

The most frequently mentioned suggestion for improvement was the need for more respect and collegial support, professionally and personally. This was followed by requests for more transparency in governance and administration, as well as for problem-solving mechanisms within the department (see Section 9). Also salient was the expressed need for faculty renewal, especially at the assistant professor level, followed by more equitable workload distribution, and financial support and resources for students. Another suggestion cited on several occasions was the need for increased appreciation of different program areas, more cross-programmatic collaboration, and recognition of faculty accomplishments. Other suggestions included:

- more research methodology courses
- more attention to literacy programs at the master's level
- increased faculty presence in the department
- more graduate FTE so faculty can offer a wider range of courses (including in research

- methodology) that are required of a research intensive academic unit
- recommitment of departmental attention and resources to the Masters of Educational Technology (MET) program
- recognition of alternative pathways to employment for students (beyond academia)

Concluding survey comments iterated the hope that this review would lead to a clear plan of action.

## 8.2 Results from the Student Survey

As outlined in the Graduate Student Report (see Section 4.12), LLED students enjoy being part of the department and reported a high level of satisfaction with the support and supervision provided by LLED faculty. Based on survey results, LLED faculty were seen as one of the department's main strengths in terms of their prestige as highly regarded scholars in their fields, both nationally and internationally. In addition, faculty members were described as being supportive, caring, approachable, and personable teachers and mentors. Students appreciated both the diversity of research interests/areas in the department as well as the diversity among faculty and students. Overall, LLED was described as a welcoming, community-oriented environment that offered a forum for the open exchange of ideas. The frequency and variety of academic and social events, such as research and apprenticeship seminars as well as public proposal presentations and defenses, were highly valued by LLED students as these provide important opportunities for interaction and socialization into the scholarly community.

In addition to students' appreciation for the scholarship and support in LLED, a number of suggestions for improvement were offered. Among the most salient (based on the number of survey responses and already mentioned above) was a need for:

- more methodology courses that provide students with hands-on experiences in data generation, interviewing, coding, data analysis, etc.;
- adequate student-designated work/social space;
- more transparency and equity in student funding
- more student-aligned/relevant allocation of TA- and RA-ships
- increased information about programs and courses (i.e. providing course descriptions, online syllabi, cross-faculty listings, explicit guidance as to the number of courses required and the order in which these should be taken to be most beneficial to students, a detailed outline of doctoral program stages).

Other, individual suggestions included:

- a broader, more diverse range of courses, and courses with a focus on language classrooms
- research expertise in language technology
- more support in writing, academic English, presenting, publishing
- greater inclusion of and support for M.Ed. and M.A. students, students in Literacy Education, students interested in out of school contexts, and international students
- more emphasis on local TESL research
- stronger department leadership

Students also commented on the high level of competitiveness and overwhelming emphasis on SSHRC applications, and found the intrusion of faculty politics and interpersonal problems into graduate student life and work both unwelcome and problematic.

### **8.3 Results from the Staff Survey**

Survey data in LLED demonstrate that staff members are for the most part very content with their place of work and enjoy working in LLED. They reported being treated with respect and stated that they believe they make an important contribution to the unit. Workload expectations were reported to be clear, support and sufficient resources were readily available, and regular, appropriate feedback was provided about the quality of their performance. Location of one staff member in a different building has made communication difficult at times but this will be remedied once the department moves into its new building. Staff indicated appreciation of collegial interaction with faculty members and their investment in the work they do, both of which were seen to contribute to a positive work environment. Staff comments emphasized the need for:

- more collaboration with other departments,
- the importance of “a good team spirit” since it impacts everyone in the department,
- open and honest communication to ensure increased awareness among faculty and students about the administrative duties and policies contained in staff job descriptions under the Collective Agreement.

### **8.4 New Hires, 2003-2013**

Over the past 10 years (i.e., since the last Department Review) there have been 17 new hires in LLED, ten of which occurred between 2008 and 2013. In total, there were five Assistant Professor hires, two male (2004, 2005) and three female (two in 2004, one in 2011). Four hires were made at the rank of Professor (one male, three female), two of them as LLED Head, one as Canada Research Chair. Six new hires took place at the Instructor I position (five female, one male), and two at Lecturer (one male, one female). One of the Lecturers (Zappa) applied and was appointed to an Instructor I position in 2013 (in July 2014, Zappa will be appointed to the rank of Assistant Professor and AEP Director of Vantage College). Seventy-one percent of LLED faculty hires between 2003-2013 were female. See Appendix 8B for more detail.

### **8.5 Promotion and Tenure, 2003-2013**

There were 21 cases of promotion and tenure in LLED between 2003-2013. Two thirds (n=15) of the promotion cases occurred before 2008. Promotion to the Associate Professor rank included 7 female and 2 male faculty members, while 5 female and 5 male faculty members were promoted to Professor. LLED also saw two promotions to the rank of Senior Instructor, both female. See Appendix 8C.

## **9. GOVERNANCE, ADMINISTRATION, AND RESOURCES**

Guidelines for the scope and content of Module 9 derive from the “Principles, Procedures and Guidelines for External Academic Unit Reviews” memo from the UBC Vice-Provost and Associate Vice-President Academic, dated March 1, 2013 (see especially p. 12). It is intended to “provide a description, including critical analysis, of the organizational structure, leadership, governance and administration of the academic unit” as well as outline the unit’s human resources, budget, and physical infrastructure.

### **9.1 Critical Analysis of LLED Governance, Administration, and Organizational Structures**

An outline of LLED governance and organization structures can be found in Section 2.4 and will not be repeated here. Data for Section 9.1 are drawn from the Faculty Survey for the Self-Study, the two Self-Study department retreats, various email communication, and portions of sections above that were initially drafted by members of the LLED community.

#### **9.1.1 Transparency and Consultation in Governance**

Results from the faculty survey and self-study department retreats made recurring mention of problems in transparency and faculty consultation in governance and decision-making in LLED. For instance, there were questions concerning how programming and other decisions affecting the department as a whole were made, how administrative positions (e.g. Deputy Head, Program Coordinators, Head’s Advisory, etc.) were determined, and how B.Ed. courses were assigned. The issue of transparency and faculty consultation in decision-making was mentioned as responsible for perceptions of: “unilateral” governance, “cliquishness,” and favouritism toward particular individuals and programs (particularly TESL).

#### **9.1.2 Graduate FTE**

There are notable inequities in the Faculty of Education in the distribution of graduate FTE to LLED, a problem particularly given the number of tenure-track faculty in the department. This has hindered program development in key areas such as digital literacies.

#### **9.1.3 Distribution of Workload**

Inequities in workload distribution, especially related to leadership, department service, and student supervision among senior faculty was also a frequently mentioned problem in the faculty survey. This has resulted in Instructors in the Professor of Teaching stream, in particular, shouldering far more of the department’s administrative/service load than is appropriate, given that service is a key part of all faculty members’ workload and that Instructors already bear a very high teaching load.

### **9.1.4 Diversity in Leadership**

A few comments in the faculty survey and self-study department retreats indicated that there was inadequate gender and race/ethnic diversity among persons in LLED leadership (“white men highly privileged”).

### **9.1.5 Merit**

The merit system in LLED is unclear in terms of distinctions in criteria for awarding merit to Instructors vs. Professors, and for that matter, professors at different ranks (recognizing that no distinctions may be preferable). This issue would benefit from clarification and consistency.

### **9.1.6 LLED/Ritsumeikan Earnings – Access**

As part of the direction from the Faculty of Education to individual departments to generate their own income (in part to provide departmental financial support to strong incoming thesis degree students), LLED was successful in 2010 in obtaining UBC and Ritsumeikan University agreement to increased revenues flowing to LLED for its significant contribution to teaching in the UBC-Ritsumeikan Academic Exchange Program (UBC-RITS). The result has been a substantial increase in the balance of earnings from UBC-RITS; however, LLED’s *access* to its earnings is now in question. For instance, LLED was granted access by the Faculty of Education to just 30% of its current yearly earnings to provide financial awards to 2014-15 incoming graduate students and to top up its Innovative Fund.

### **9.1.7 LLED/Ritsumeikan Earnings – Oversight**

With the increase in LLED earnings from UBC-RITS has come an apparent need for budgetary oversight (e.g., determining what proportion of its funds (if any) that LLED is allowed to access is to be allotted to student awards, to Innovative top-up, how Innovative top-up funds should be disbursed, etc.). The LLED/Ritsumeikan Budget Committee that was struck in 2013-14 developed a set of Principles for administering these earnings (see Appendix 9A); however, budget oversight was not among them, and because the charge of that committee was completed, it has disbanded.

### **9.1.8 Mission Statement and Strategic Plan**

LLED does not have its own current Vision, Values, and/or Mission Statement (although the [Faculty of Education does](#)). LLED does not have a Strategic Plan of its own, either.

## 9.2 Human Resources

### 9.2.1 Support and Administrative Staff

LLED currently has four full-time staff FTE. The Administrative Manager is an M&P position, with three full-time CUPE 2950 support staff reporting to the Manager (Head's Assistant, Graduate Program Assistant, Administrative Assistant). Three are female, one is male; two are visible minorities. Yearly, there are five part-time FTE funded positions to hire Graduate Academic Assistants (GAAs). These positions are funded from the Office of Graduate Programs and Research (OGPR) and run from mid-August to mid-June. The positions are open to current LLED graduate students at 10 hours a week. LLED's five FTE GAA positions include: three FTE as Digital Literacies Centre GAAs, 1.5 FTE split between two or three Graduate Peer Advisors, and 0.5 FTE for Print Materials Collection Coordinator.

### 9.2.2 Tenure-track Faculty in Professor and Professor of Teaching Streams

There are currently 29 tenure-track faculty in LLED; 20 are female (69%). The professorial stream accounts for 23 of these 29 faculty members, while the professor of teaching stream accounts for six. Of the 23 in the professor stream, 15 are female (65%); five of six in the professor of teaching stream are female (83%). Three LLED faculty members are Aboriginal (two female, one male). Diversity and equity in hiring practices are governed by Guidelines for Faculty Recruitment and Renewal as outlined in the following UBC document: <http://www.hr.ubc.ca/faculty-relations/recruitment/faculty-recruitment-guide/>.

LLED is “top heavy.” Among its 23 professorial faculty:

- 15 are Professors (65%)
- 7 are Associate Professors (30%)
- 1 is Assistant Professor (4%)

*Note: calculations are as of May 2014, and do not account for promotions or new faculty hires that commence in July 2014*

Clearly, faculty renewal at the Assistant Professor rank across all program areas is an urgent need in the department: in fact, only three assistant professors have been hired in the past 10 years. A joint ALSED/LITR hiring plan has been developed (see Appendix 9B) and needs to be acted upon as soon as possible to ensure programmatic sustainability and development.

### 9.2.3 Lecturers, Sessional Instructors, Adjuncts, Graduate Teaching Assistants

*12-Month Lecturers.* LLED has three ongoing 12-Month Lecturer positions; one for the Directorship of the UBC-Ritsumeikan Academic Exchange Programs (UBC-RITS), one for teaching and coordination in UBC-RITS, and one that works directly in the Teacher Education Office. The 12-Month Lecturer teaching position in UBC-RITS was added in 2013 to help bring stability and consistency to the academic delivery of the program. It is foreseen that these lecturer lines will continue for the next three to five years. The Faculty of Education has recently



encouraged departments to consider “bundling” courses in order to hire more 12-Month Lecturers, moving away from Sessional faculty. This is an area of continuing review.

*Sessional Instructors.* Sessional instructors are a part of the Faculty Association and accrue seniority and benefits as outlined in the Collective Agreement; in LLED, they are integral to yearly course delivery. In the 2013-14 academic year, for instance, there were 152 course credits taught by sessional instructors in the department (LLED and UBC-RITS courses). Sessional instructors tend to be doctoral students in the department who have reached candidacy, and professionals who have previously worked in relevant areas of the education sector. LLED currently has one individual with continuing sessional status (a guaranteed yearly teaching load of 18 credits). Most sessional instructors work less frequently, applying for available jobs in the summer, fall and winter terms. In these instances, teaching offers are made based on applications, qualifications and availability.

*Adjunct Instructors.* LLED does not have any clinical or adjunct faculty. Occasionally, individuals are hired as adjunct *instructors*, to teach one or two courses in the undergraduate/ post-baccalaureate program. Adjunct instructors are comparatively rare in LLED, with only one or two appointments per year.

*Graduate Teaching Assistants.* LLED has an internal policy to hire LLED graduate students where possible to teach available courses as Graduate Teaching Assistants (GTAs) or sessionals (for doctoral students who have reached candidacy). The UBC-Ritsumeikan Academic Exchange Program (UBC-RITS) is an important source of GTA employment: Based on yearly enrollment, UBC-RITS offers between 30-55 FTE for sessional and GTA positions. In 2013-14, the Rits program had 55 FTE hires for both Sessional and GTA positions, with 31.5 of those identified as GTA. In LLED, 49 FTE was available to hire GTAs in the same year. Teaching assistants are part of CUPE Local 2278 and accrue seniority and benefits as outlined in the Collective Agreement.

## **9.3 Budget**

The LLED budget is governed centrally by the Faculty of Education, but is administered at the department level. There are three main budget lines in the department: the general purpose and operating fund (GPOF), the innovative funding line (Innovative), and the UBC-Ritsumeikan Academic Exchange Programs funding line (LLED-Rits).

### **9.3.1 GPOF**

The GPOF transfer into the department runs just over \$4,000,000 a year. This includes salaries and benefits, and operational supplies and expenses. Of this \$4,000,000, the yearly operational supplies and expense portion is roughly \$54,000 (the remaining is allocated to salaries and benefits for all hiring lines above including LLED sessional and GTA hires). The GPOF operational supplies include costs such as IT equipment and phone lines, couriers, building maintenance and repairs, office supplies and gifts, and catering and food purchases for yearly events. This budget line is determined by yearly faculty, staff and teaching staff FTE, along with a review of operational spending. A discussion is held at the end of each fiscal year with the Faculty of Education Dean’s Office to determine the allocation for each new fiscal year.

### 9.3.2 Innovative Funds

LLED's Innovative budget line is where surplus monies are kept, and spending more broadly defined comes from. The only revenue stream topping up the Innovative funds are the Professional Development and Community Engagement (PDCE) activities run in the department (e.g., LLED's MET Program commitments, distance M.Ed. cohorts, Certificate and Diploma programs). PDCE programs are cost-recovery, with a portion of the surplus allocated back to the department to use at its discretion. As a department, the Innovative funds are committed to support departmental faculty and students, as well as departmental operations and events. Examples include DLC equipment purchases, marketing monies, faculty stipends for travel or honoraria, student awards, visiting speaker support, faculty research award support, Peer Advisor budgets, and the LLED Graduate Student Conference run every other year. The commitments in this budget line play a significant role in supporting the day-to-day activities of the department. Yearly revenue minus actual expenses leaves the balance in Innovative roughly \$150,000-\$200,000.

### 9.3.3 LLED-Ritsumeikan Earnings

The LLED Ritsumeikan budget line is the most interesting in the department. LLED has been engaged in supporting the teaching and curriculum delivery of the UBC-Ritsumeikan Academic Exchange Programs for the Vice Provost's office for well over 20 years. Each year, LLED is allocated a portion of the revenue of this international exchange agreement from the Vice-Provost's office, determined by a calculation incorporating International Student Initiative (ISI) rates, FTE intakes, and courses offered by LLED. To put this into context, the revenue per student credit taught generated for the 2013-14 intake (100 ISI student FTEs) was 30 times that of the Teacher Education Office. The commitments in this budget line include spending such as 12-month lecturer salaries, sessional and GTA salaries, field trip and travel support for teaching staff, and academic resource purchases.

In 2013 the department brought together the first LLED-Rits Budget Committee to outline principles for the spending of the earnings that have been accumulated in this budget line. Although there was some question as to how much of its earnings LLED would be permitted to access, Dr. Lee Gunderson, Head *pro tem*, negotiated access to approximately 30% of these funds to be primarily allocated toward financial awards to strong incoming graduate students. LLED's earnings continue to accrue each year, and are now an important resource for the department to attract and support new and continuing graduate students in LLED. While discussions over spending jurisdiction continue with the Dean's Office, the department is committed to continue using substantial portions of the accrued and yearly earnings to support students, Aboriginal engagement, and faculty initiatives in the department.

## 9.4 Financial and Operational Sustainability

LLED is currently in comparatively sound fiscal condition. In an environment of financial constraints and alarming rhetoric concerning cutbacks and budget shortfalls, the innovative professional development programming and international engagement activities of the department speak exceptionally well to steps that previous leadership has taken to ensure LLED's financial sustainability and growth for the coming years. There is no better example of such foresight than in

the revision of the fiscal framework for the UBC-Ritsumeikan Academic Exchange Programs (UBC-RITS), initiated by Drs. Geoff Williams and Ken Reeder in collaboration with the UBC-RITS Joint Advisory Committee, which has led to a far more equitable (and sustainable) financial arrangement for LLED, the key teaching partner in the enterprise.

LLED has recently taken steps to re-launch its Professional Ed.D. program in Literacy Education, which additionally has potential to generate funds for the department.

One challenge is to ensure a robust and forward thinking faculty hiring strategy. Such a strategy not only ensures the strongest support for current undergraduate and graduate programs, but also ensures an eye on innovation and areas for change that the department can move into. Setting faculty hiring strategies is the first step in also delineating the hiring needs for further sessional and GTA needs in the department.

## 10. RESPONSE TO 2003 REVIEW

Guidelines for the scope and content of this module derive from the “Principles, Procedures and Guidelines for External Academic Unit Reviews” memo from the UBC Vice-Provost and Associate Vice-President Academic, dated March 1, 2013 (see especially p. 12). Its aim is to “outline key recommendations of the previous review and how they have been responded to/followed up on” and “[i]nclude any existing plans for the future follow up.” It concludes with the Head’s summary.

Feedback about the department’s response to key recommendations of the previous review was requested during a focus group session involving 24 faculty members as well as through email. A summary of the 2003 recommendations is found in Appendix 10A.

### 10.1 Issues Receiving Response

The following recommendations from the 2003 Review were considered to have been dealt with in some form:

**People:** M.A. committee-structure has been streamlined; a thesis-less M.A. has been considered but is difficult to implement due to institutional policy.

The number of sessionals has been significantly reduced in LLED through 12-month lecturer and tenure-track Instructor/Professor of Teaching positions, which has created much more departmentally-based engagement with teacher education courses. At the same time, given disparities in workload distribution (see Sections 8 and 9), LLED’s Instructors have become unduly burdened with administrative and graduate supervision responsibilities. More clarity is needed concerning the duties, roles, and responsibilities of the Instructor so that these important members of the department community have workloads that are fair and manageable.

**Learning:** Revision of curriculum for B.Ed., M.A. and Ph.D. degree programs involved comprehensive re-design of B.Ed., the creation of M.Ed. cohorts, and an increase in doctoral seminars and especially methodology courses – going beyond program flexibility to ensure program rigor. At the same time, it was noted that students often come into LLED programs, even at the doctoral level, with widely disparate backgrounds in their program areas, theory, and research methods, and need to be accommodated and supported accordingly.

Securing research experience and seeking external funding to support the doctoral students was a priority that is being actively addressed.

Completion rates of Ph.D. students through funding with a limit of four years is a Faculty of Graduate and Postdoctoral Studies and Tri-Council preference (although Ph.D. students have six years to complete degrees without extensions). However, it needs to be acknowledged that nowadays doctoral students are expected to finish their programs with teaching and administrative experiences, a consistent record of conference presentations and a few publications, all of which tend to increase the time to completion, particularly for students who also have family responsibilities.

Numerous entrepreneurial opportunities have been undertaken, e.g., through off-campus cohorts and the UBC-Ritsumeikan Academic Exchange Programs. Others are currently being considered through hybrid and on-line program delivery.

**Research:** Approaches to seeking external funding through grants, contracts, and development and entrepreneurial projects have been established collaboratively by a number of faculty members.

Graduate student fellowships have been established.

**Workspace:** There was general agreement that recommendations related to workspace issues from the 2003 Review were no longer relevant given the current construction of a new building, which LLED will be moving into within the next two years.

## 10.2 Issues Remaining

The following points represent a summary of faculty discussion focused on recommendations that pose an ongoing challenge or still require follow-up.

**Mentorship and communication about promotion and tenure:** Despite broad agreement that mentorship is important, it was acknowledged that there remains no formal or systematic mentoring program for junior faculty in the department. Publishing and adequate preparation for reappointment reviews were cited as particularly challenging. Junior faculty have sought support from faculty members inside and outside the department in similar research areas or with similar experiences (immigration, gender, Indigeneity). It was noted that mentoring is a significant responsibility and would be better managed by central administration with its extensive resources. A systematic approach to communication was also seen as lacking and it was suggested that the OGPR is well-placed to provide support in this respect, in addition to other university-wide programs such as the Centre for Teaching, Learning, and Technology (CTLT), the Faculty of Education, and Faculty Relations. In addition to formal structures, informal mentoring by senior faculty was also viewed as essential. At the same time, it was noted that junior faculty have a responsibility to make use of the mentoring opportunities that are made available to them.

**Associate Professors:** Clear guidelines and periodic reviews should be put in place with regard to responsibilities for Associate Professors, particularly regarding maximum course loads, student supervision, committees, etc. to ensure equitable, transparent distribution of workload.

**Graduate Teaching Assistants:** There is still not enough clarity around supervision of graduate student teaching: policies are needed that elucidate how faculty are assigned to certain courses; guidelines are similarly needed that detail what course supervision entails (often “coordinating” extends to “managing” the course for the student. Clarification is necessary to avoid this “hidden workload.” Teaching support for GTAs can be found at CTLT.

**Students:** It was noted that the process around pro-tem/committee selection for/by students be further clarified to ensure better supervisor-supervisee communication, clearer expectations for students, and equitable distribution of students among faculty.

**Focus on excellence in learning:** It was pointed out that achieving program excellence was dependent on having adequate resources, i.e. the low number of LLED FTE's is seen as a significant constraint, as well as minimum course enrolments and the inability to count enrolment numbers through cross-listed courses. There was also some discussion about ownership of course creation and delivery and being able to re-design and offer courses that correspond to developments in research.

**Research and scholarly activities:** Including junior/untentured faculty in research projects, on Ph.D. thesis committees, and in grant writing could be done more systematically. While it is acknowledged that research mentoring is an important task and should be taken seriously, the time-consuming nature of this work requires that resources be made available toward professional advancement of junior colleagues (e.g., allocating one or two credits for formal mentorship).

Clarification is needed about the centres affiliated with LLED. While the 2003 recommendation pertained primarily to the Centre for Cross-Faculty Inquiry in Education (CCFI), clarification is needed as to the purpose and use of the DLC, about how to fund and support CRCCLE, and with regard to the department's vision and commitment of resources to the Faculty of Education Writing Centre.

Faculty members' familiarity with their colleagues' scholarly activity has been increased through the LLED Research Seminar Series. More could be done by supporting regular faculty updates to department and centres' websites (e.g., LLED, CRCCLE, DLC).

While most faculty see collaborative work being done, there is still a need to continue developing robust and relevant collaborations that support department and faculty priorities with inclusion of Indigenous education, policy and assessment.

**Community:** Facilitating intra- and interdepartmental collaboration (socially and professionally) is viewed as valuable but difficult to accomplish. Social events are costly and time-consuming to realize. Research events organized by individual faculty are successful in drawing faculty from other departments, but at the same time involvement in scholarly initiatives outside the department have been seen to detract from commitment to the department and therefore not always wholly embraced. Collaboration across departments/programs is being achieved to some extent by students.

There is unanimous agreement that sufficient IT and computing support services have not been provided even for basic website updates, and that this requires attention.

Similarly, it is acknowledged that in order to facilitate, plan, and support external relationships additional personnel support is needed, or at least clarification as to the best use of human resources.

**Vision/Governance:** The recommendation to restructure committees into thematic working groups was viewed as either problematic in accomplishing administrative tasks or considered to be already occurring through an established division between LITR and ALSIED.

Most see the allocation of departmental tasks and responsibilities as requiring more transparency and clarity with regard to workloads, procedures, policies, and decision-making.

### **10.3 Head's summary**

It is noteworthy that the present Head *pro tem* (Dr. Lee Gunderson) is the fourth individual to serve in this important administrative role in the last two years. As a result, administrative instability is currently a significant weakness and challenge to the department. Hopefully the hiring of a new Head will assist in helping members to focus on creating long-term goals and objectives. A major challenge for the LITR group is that most are senior members of LLED and many are approaching retirement. The ALSED group faces an increasing demand to develop international programming. Both groups need to hire new professors to meet the demands created by these challenges.

Moving into a new building in 2015 represents an opportunity to renew goals and objectives within the environment of a 21st century digitally-advanced instructional environment.