



THE UNIVERSITY
OF BRITISH COLUMBIA

English Language Institute
Faculty of Education

ENGLISH LANGUAGE LEARNING TRANSFORMED

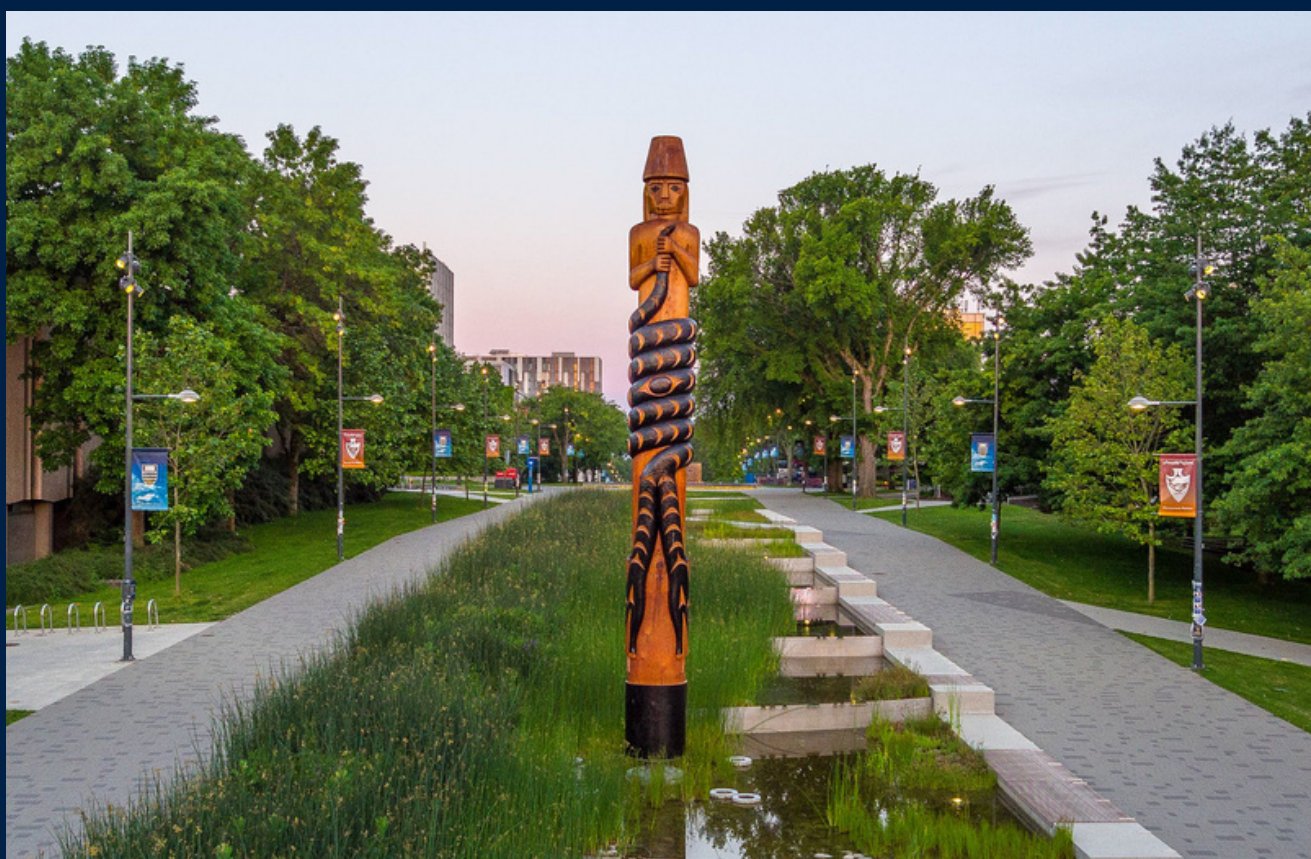
The English Language Institute
Strategic Plan

2021 - 2026



The English Language Institute acknowledges that it is situated within the traditional, ancestral, and unceded territory of the $\text{xw}\text{m}\text{ə}\text{θ}\text{k}\text{w}\text{ə}\text{y}\text{əm}$ (Musqueam).

These lands and places are steeped in the histories and knowledges of the original peoples.



"sʔi:qəy qeqən (Double-Headed Serpent Post)", Brent Sparrow Jr., Musqueam, UBC Vancouver Campus

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Brent Sparrow Jr., Musqueam, UBC Vancouver Campus

INTRODUCTION

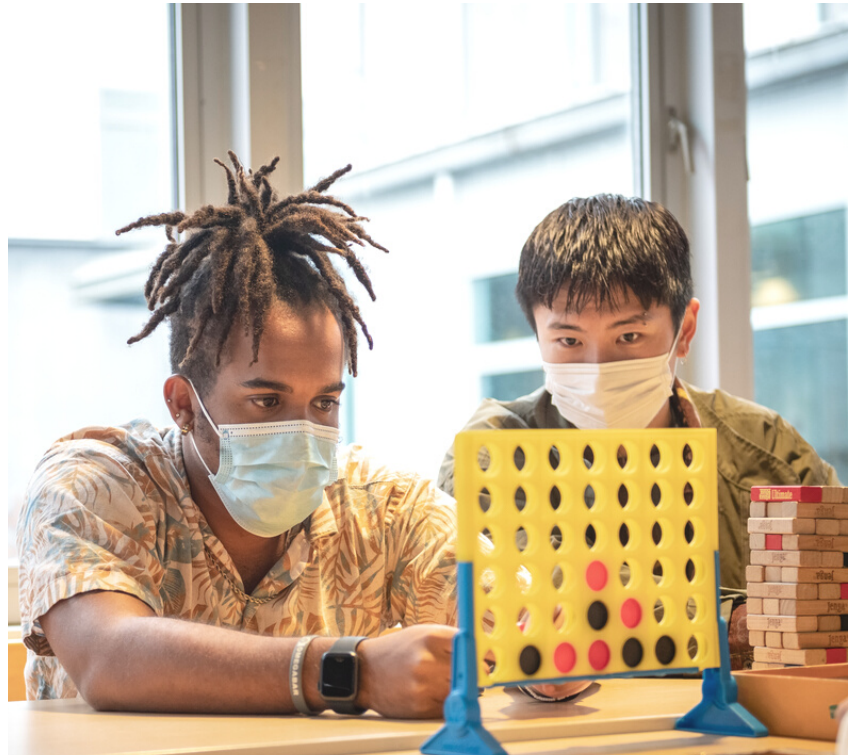
The ELI has been contributing to the University's global engagement for over 50 years through immersive English language programs that integrate outstanding classroom practice, homestay services, and UBC undergraduate-led socio-cultural activities. Each year, there are over 2,000 registrations from English as an Additional Language learners attending programs ranging from 3 to 48 weeks to further their academic careers, develop their intercultural proficiency and enhance their access to the global community.

All ELI students come from internationally diverse cultural backgrounds and place great value on the opportunity to meet and learn about each other as they work towards a common linguistic goal. From many international study destination alternatives, they choose Canada, UBC and the ELI with the expectation of learning in and from an anti-racist, equitable, diverse and inclusive environment. The transition to the Faculty of Education in 2021 presented an opportunity to further enhance the Institute's commitment to intercultural harmony by focusing more directly on these values and contributing to decolonization locally and internationally.

English Language Learning Transformed was drawn up in late 2021 following the transition. With the guidance of Senior Leadership from Equity & Strategic Initiatives, and from Professional Development & Community Programs, it draws on the work of the Faculty's strategic plan *Learning Transformed*, the *Indigenous Strategic Plan*, the *Final Report of the Task Force on Race, Indigeneity and Social Justice*, and the *Inclusion Action Plan*.

In early 2022 the Plan was shared with all ELI Instructors, Administrative Staff and Cultural Assistants, over 60 people, leading to the incorporation of many insights and thoughtful suggestions. These consultations led to *English Language Learning Transformed*, which represents a collective vision and purpose, and a set of values, goals, objectives and actions to lead us to 2026. We will meet the challenge of transforming these aspirations into reality by seeking, securing and allocating the required resources, and by annually tracking and measuring our progress towards achieving the strategic goals.

VISION PURPOSE VALUES



VISION

To promote global unity through a shared common language

PURPOSE

To ensure ELL students' success by exceling in the design and the delivery of innovative programs shaped by social justice

VALUES

Interculturalism
Pedagogical Leadership
Learner-centredness
Operational Excellence
Transparency and Accountability
Appreciative, Respectful and Collaborative Workplace Culture

GOALS & OBJECTIVES

ELI learners' best interests lie at the heart of every goal and objective in the Plan. Their successful engagement with curriculum and pedagogy is paramount; based on the latest research our curricular goals are designed to meet individuals' learning needs, and align to international standards. Our programs aim to develop learners' academic achievement, personal well-being, and ability to further local and international social good.

The Social Justice Curriculum and Pedagogy Goal

We will develop innovative approaches to curriculum and pedagogy by integrating our English language education programs with social justice content addressing Equity, Diversity, Inclusivity and Decolonization (EDID), while being attentive to related and intersecting perspectives of Indigeneity, gender, sexuality, religion, and ability.

Objectives

To employ methodologies and approaches to English language pedagogy shaped by the richness of Indigenous Principles of Education.

To develop curricula that include learning and critical reflection on the concepts and lexis of EDID at all English proficiency levels.



"sʔi:qəy qeqən (Double-Headed Serpent Post)", Brent Sparrow Jr., Musqueam, UBC Vancouver Campus

Actions

Collaborate with Indigenous educators and Knowledge-Keepers to develop 2 place-centred, experiential language learning projects that enhance international learners' critical awareness of anti-racism, indigeneity and decolonization in Canada and their home countries. One explores the Reconciliation Pole and the other, the Indian Residential School History and Dialogue Centre.

The projects will be based on diverse Indigenous perspectives, epistemologies and pedagogies integrated with current research in language teaching and learning. The knowledge gained from this initiative will inform a language instructors' Guide to the inclusion of social justice content in curriculum and lesson planning.

Form ELI working groups to use the Instructors' Guide to assess the current extent of EDID in our curriculum, and make recommendations for program development work.

Provide instructors with an on-going series of professional development workshops focused on integrating indigenous educational principles with English as an Additional Language pedagogy.

Provide further training throughout the Institute to raise critical awareness of raciolinguistic discrimination and develop structural interventions to address interpersonal, systemic, and epistemological discrimination.

Examine ways for instructor-developed materials to be used as Open Educational Resources.



"UBC Museum of Anthropology", Paul H. Joseph / UBC Brand & Marketing, Musqueam, UBC Vancouver Campus

The Quality-of-Life Goal

We will enhance the quality of life and well-being of all ELI staff and instructors.

Objectives

To improve teamwork, increase job satisfaction and reduce stress

To provide an inclusive and equitable work environment for all that recognizes and supports the multiple identities, experiences, and professional interests in the Institute and Faculty

To reduce systemic or other barriers to Indigenous student Cultural Assistant employment opportunities

To formalize appreciation and recognition of individual instructor and staff achievements and create opportunities to better support professional aspirations

To formalize recognition, appreciation and professional development of Cultural Assistants

To recognize the urgent social, political and economic changes necessary to address the climate crisis

Actions

Encourage initiatives that support health and well-being.

Consolidate and increase social opportunities for all-staff and smaller work team activities and events.

Reinforce the shared Vision, Purpose, Values and Goals of the ELI community through annual team discussions and re-prioritized Actions.

Review and revise equitable, diverse and inclusive hiring, retention and success practices with a focus on instructors from Indigenous, Black and People of Colour populations.

Develop and refine a communications strategy that balances being in-the-know with information overload.

Develop measurable performance indicators to identify and reward those actively striving to create an appreciative, respectful and collaborative work culture.

Develop an instructor annual review process to recognize individuals' achievements, and to better appreciate and facilitate personal and collective aspirations.

Formalize and enhance Cultural Assistant mentoring, training, and review processes.

The International Engagement Goal

We will advance the Faculty of Education's international engagement priority.

Objectives

To enhance awareness of EDID among international high school English teachers and learners

To reduce financial barriers to studying at ELI for Indigenous and other equity-deserving groups

To embed Faculty of Education and UBC-wide research topics and outcomes, including climate change and sustainability, within program content



Actions

Build an inter-departmental, blended professional development program for in-service, international secondary school English teachers that integrates contemporary English as a Foreign Language pedagogy with English for English Teaching proficiency, and addresses issues of social justice in language education.

Envision and develop a Vancouver Summer English Program for international secondary school students with social justice and climate change as key themes.

Provide no, or low, fee access to the English for Academic Purposes program for Indigenous scholars, the UBC section of Scholars at Risk and Practitioners at Risk, and others as appropriate.

Form working groups to review the extent of Faculty of Education and UBC-wide research topics and outcomes in existing curriculum, and make recommendations for enhancement and development. Prioritize, fund and action those recommendations.

The Latest Language Acquisition Research Goal

We will enhance ELI pedagogy and curriculum with the latest research and theory from the Faculty of Education and sister institutions, and share ELI expertise with other UBC language educators.

Objectives

To access academic guidance for the ELI from English language education scholars across the University and identify complementary opportunities

To become a Language Learning Lab where the intersection of theory, research and practice is enhanced to benefit language learners, instructors, instructor candidates and scholars



Actions

Establish an ELI Academic Steering Committee.

Examine ways to complement other English language teaching units such as the Ritsumeikan Exchange program, Vantage College, the UBC-O English Foundation Program and the UBC Learning Exchange.

Establish a UBC language educators' community of practice that will enable the ELI to share pedagogical skills and knowledge, and learn from modern language teaching colleagues in for example, Arts and Asian Studies.

Identify and enable opportunities for ELI instructors to participate in and contribute to language education research.

Enhance and extend the practical contributions of the Institute's pedagogical expertise to the Faculty's English language teacher education courses such as the TESL Certificate Practicum LLED399.

Offer scholarly writing workshops to students in other departments and faculties, and English language phonological awareness workshops to English as an Additional Language students.

The Optimal Operation Goal

We will create efficient, open, transparent and accountable systems, protocols and procedures in all administration portfolios.

Overall Objectives

To employ a communications strategy that balances being in-the-know with information overload and ensures open communication with all Institute members about institutional developments, events, and initiatives

To support the Institute and Faculty's success in the advancement of EDID

Overall Actions

Publish an annual ELI report, based on team submissions, describing and measuring the Institute's collective achievements.

Produce monthly ELI leadership updates.

Conduct regular, evidence-based team reviews of academic and administrative systems, policies and procedures, and implement ensuing recommendations.





**HR
Objectives**

To advocate for, and recruit and retain employees from equity-deserving groups especially indigenous and racialized groups

To maintain a minimum number of staff positions to achieve the Institute's objectives

To develop an instructor-friendly year-plan system aligned with UBC financial reconciliation processes and standards




**HR
Actions**

Identify support for staff recruitment from the Equity Leads Network.

Update all administrative staff job descriptions to reflect actual work requirements.

Review and redevelop the instructor year-plan.

Establish staff support within the ELI to promote awareness of on-going EDID initiatives, funding and awards.




**IT< Systems
Objectives**

To identify and implement an efficient and cost-effective student information system that meets all ELI requirements

To ensure the provision and use of contemporary technology ELL-wide

To provide the facilities and training required to offer concurrent hybrid teaching and learning



**IT< Systems
Actions**

Work with Extended Learning and Sauder to identify a platform to replace OASIS.

Plan and implement a regular ELL-wide hardware refresh schedule.

Review IT processes for non-credit students.



***Finance
Objectives***

To develop clear and comprehensible budgeting that can be shared at a high-level with all staff

To create a financial management model for individual programs and courses that accurately illustrates break-even points and possible revenue above cost recovery



***Finance
Actions***

Identify key data-points for accurate and informative reporting, and leverage technologies to facilitate basic and bulk processes.



***Marketing
Objectives***

To ensure a globally diverse student population that sits at, or close to year-round institutional capacity

To create campus-wide, national and international awareness of the Institutes' leadership in innovative program development and delivery focused on social justice



***Marketing
Actions***

Further develop and manage existing and new Agreements with all recruitment stakeholders including institutional partners, agents, UBC Legal, and PDCE marketing.

Increase the number of Agreements with highly select education agents, and with top-ranking institutions in target markets.

Build annual marketing and recruitment plans which include target market identification, competitor analyses, strategy, tactics and performance management for staff recruiters, agents and representatives.

**Homestay
Objective**

To provide a service that exemplifies the highest standards of student safety and welfare

**Homestay
Actions**

Develop the ELI host family network to ensure sufficient places for all students seeking the homestay experience.

Regularly review other BC homestay programs to ensure hosting for ELI remains attractive and highly rewarding.

**Sociocultural
Objectives**

To further develop the program of daily activities that extends English language practice beyond the classroom, ensures all students are included and engaged, and provides out-of-class intercultural opportunities to learn and experience more of UBC, Canadian and international culture

To provide learners with a psychologically and emotionally safe space as they develop their English language personas beyond the classroom

**Sociocultural
Actions**

Maintain the highly international UBC undergraduate socio-cultural team, and refresh and reinvigorate as needed.

Examine ways to further integrate the sociocultural program with the academic programs including the development and implementation of additional Friday workshops.



**Space
Objectives**

To provide contemporary classrooms, study areas and facilities for the delivery of immersive English language programs

To ensure the ergonomic efficiency of all instructor and staff work spaces

To provide a building that facilitates staff and instructor team integration while ensuring necessary work privacy

To redesign the Institute's foyer so as to offer and represents a Musqueam welcome and showcase the acknowledgment that the ELI is situated within the traditional, ancestral, and unceded territory of the hə́h̓qə́mih̓ə́h̓ speaking xʷməθkʷə́yəm (Musqueam)

**Space
Actions**

Devise a plan and seek funding to upgrade the Student Study Centre labs to concurrent-hybrid classrooms, and the central area to an English language learning commons. Train instructors and staff on optimal usage.

Reconfigure the main administration area.

Enhance instructor preparation spaces.

Access and establish indigenous art work in the ELI foyer and other appropriate spaces.



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