



To: Claire Carolan, PhD, Associate Director, UFV Program Development and Quality Assurance Office

From: Allyson Jule, PhD, Dean of Education, Community, and Human Development (FECHD)

Re: **ELS Program Review Progress Report**

March 9, 2023

Last year, FECHD made a recommendation to suspend our ELS program due to financial pressures. I still believe this was the best decision in light of the changes in English Language academic preparation programs across the county and the University's own change in English prerequisites. That said, UFV is committed to ELS services. I do not believe that locating our ELS program as a separate department was the best use of resources. Since the suspension, we have continued to offer some of the English Language classes within the Upgrading and University Preparation department with Greg St. Hillaire as Head of Department. He has worked very well with Helen Butner, our main ELS instructor who moved from the Department of ELS to UUP due to the suspension.

I would like to begin conversations about the way forward for ELS courses with Greg St. Hillaire and Helen Butner (as well as external stakeholders as necessary) come this May. There are ways UFV can address language needs in the UFV student population. There are some challenges in teaching ENGL/EAP courses with English Language Learners with diverse learning needs in particular. Some EAP programming at UFV is likely essential. Helen Butner continues to teach EAP 084 in the Summer and Fall terms. In addition, external stakeholders have expressed the need for academic preparation programs for English Language Learners in the Fraser Valley since such programs are scarce. Though the University has changed its language prerequisites, this has not meant an end to the need for English language support and academic language support in particular.

Helen Butner explains:

"There are hundreds on the Abbotsford LINC waiting lists alone and a shortage of qualified ELL teachers as many TESL programs have closed. Private language schools in the area focus on beginner to immediate level conversation and preparation for tests like the IELTS and CELPIP. Private language schools offer very little transparency on teacher qualifications or their curriculum. IELTS focus in the community seems to be for citizenship not meeting academic entrance requirements."

In going forward, it will be important to reflect on the recommendations of the External Review from April 2020. Note: this review was conducted before the creation of the Faculty of Education, Community, and Human Development (in 2022). None of these recommendations considers the financial burden of the ELS department. Since the department has been suspended and the programming moving to UUP, I believe the following recommendations can assist with a reconsideration of ELS offerings in UUP.

1. Department to expand its community outreach activities and to work with the FACE Dean's Office, Future Students, and Communications and Marketing to develop an annual plan to attract more domestic students.
2. Faculty to work with the Dean of FACE and other areas to review the University Foundation Certificate Program.
3. Faculty to work with the Dean of FACE and other areas to explore new ELS programming initiatives to better support new international students with English as an additional language in undergraduate diploma/degree programs.
4. Department to develop ELS Certificate Program mission, values, and goal statements that align with FACE and UFV's new strategic plans and goals.
5. Faculty to work with UFV Indigenous Affairs and Teaching and Learning to identify resources to indigenize ELS curriculum and include indigenous content across proficiency levels and courses.
6. Department to review English language proficiency requirement for entry into undergraduate diploma/degree programs through the completion of EAP courses or programs offered at similar institutions in British Columbia. Department to report findings and make recommendations for improvement in this area at UFV and to then develop program-level learning outcomes and align them with UFV's ILOs.
7. Department to change the name of the four ELS proficiency "certificates" to "associate certificates" in accordance with UFV Policy 64 Credentials.
8. Following Recommendation 6, department to align program-level learning outcomes with course-level learning outcomes in accordance with the guidelines in the *Developing Learning Outcomes* workbook and in consultation with UFV Teaching and Learning.
9. Faculty to undertake a review of ELS Certificate Program and course standards based on the *Handbook to Accompany Guiding Principles for Quality Curriculum*, the *Developing Learning Outcomes* booklet and UFV's commitment to internationalization, Indigenization, and access.
10. With an annual teaching load of 12 sections per year, ELS faculty are genuinely challenged to balance teaching obligations with scholarship and service activities. The department would welcome an opportunity to re-examine this aspect of its members' work.
11. The department will explore, in conversation with members from across the broader institution, alternative work plans for ELS faculty to support new international students with English as an additional language enrolled in undergraduate diploma and degree programs.
12. UFV should increase its support for domestic students who seek to improve their English language skills by increasing base funding for the department. The recommendations from

