A Catalyst for Collaboration:
An Internal Review Report on the
UBC Centre for Intercultural Language Studies

June, 2006

Prepared by:

Kenneth Reeder
&
Sandra Zappa-Hollman
Language and Literacy Education

in collaboration with the Advisory Committee, Centre for Intercultural Language Studies
and CILS Co-Director Christine Rouget, French, Hispanic & Italian Studies.

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It would be nice if it [CILS] could make a real difference in the way language teaching is perceived and practiced within the university context. [Survey response]

Section I: Introduction

1. Purpose of the report

It is appropriate that as it approaches its twelfth year of achievement, the Centre for Intercultural Language Studies (CILS) would merit a review of its work, its mandate, role, and organization. This report summarizes a process initiated by Associate Deans Peter Ward (Arts) and Deborah Butler (Education), who approached Ken Reeder of Language & Literacy Education in December of 2005 to serve as CILS Co-Director for the remainder of the 2005-06academic year to recruit a Co-Director and Advisory Committee, and lead CILS members and stakeholders in a process of reflection and mid-term planning perhaps best characterized as a "mini-review." Its main purpose was to set directions and priorities for CILS work up to approximately 2010, the period also covered by UBC's current academic plan, *Trek 2010*. This came at the conclusion of several years of highly successful leadership by CILS Director Patsy Duff (LLED). The review was undertaken in close collaboration with CILS Co-Director Christine Rouget (FHIS), members of the CILS Advisory Committee, and Sandra Zappa-Hollman, Graduate Academic Assistant to CILS.

The report is structured in three main sections. Following a description of the mandate, history and main achievements of CILS over the past twelve years, the report provides an account of a stakeholder study in two parts: a web-based survey of members and stakeholders, and a focus group interview process with two specific groups of informants. Finally, the report provides a set of recommendations and a Statement of Vision 2006-2010 to the Associate Deans for their consideration, and, ultimately, to the CILS Advisory Committee for action.

2. Background to CILS

2.1. Current mandate

CILS' current mission statement is stated on its website, located at
http://www.lerc.educ.ubc.ca/fac/duff/cils/index.htm , which reads:

Established in 1994, CILS is a cross-campus centre for research, outreach, and collaboration on issues broadly connected to language, culture, and education.

This mandate is one of the topics of the empirical review that CILS undertook; reflections on the appropriateness of the current mandate for the coming five to ten years are provided in Section Three of this report.

2.2. History

CILS arose from a sabbatical conversation in the Bavarian Voralpen in the winter of 1994 between founding Director Jörg Roche, and Ken Reeder, currently Co-Director and a member of the founding Advisory Committee. Roche wondered aloud why there were no mechanisms for easy conversations and academic exchange amongst the various people at UBC and in the community who cared deeply about language teaching and learning. It was one of those "why not?" moments that led Roche to organize a Centre for Intercultural Language Studies in the Fall of 1994 with the blessing and financial support of the Deans of Arts and Education. After several years, it became evident that CILS was clearly on the academic map of UBC and making an impact on the language teaching and learning community. CILS was incorporated as a university Centre by the UBC Senate in 1996 when Roche and Reeder were joined by Norma Wieland of Germanic Studies and Patsy Duff of Language Education as "founding members" of CILS. These four were joined soon after by Mackie Chase of Continuing Studies, after which Continuing Studies became a sponsoring partner of CILS.

Part way through the incumbency of Patsy Duff as Director, CILS was also offered an academic home, from the Education standpoint, in that Faculty's Network of Centres and Institutes in Education (NCIE), thus providing it with an additional institutional linkage and potential administrative resources.

The early hope was that CILS leadership would alternate between a Director from the Faculties of Arts and Education, and the list of Directors over the years reflects this hope. For six of its years, CILS has had a Director from the Faculty of Arts, and for an equal number of years, from the Faculty of Education. Past Directors are listed chronologically.

Past Directors

Jörg Roche
(Currently) Professor
Institute for German as a Foreign Language
Ludwig Maximilans University
Munich, Germany

Formerly: Professor, Germanic Studies, UBC.

CILS Director 1994-1999

Ken Reeder
Professor
Department of Language & Literacy Education

CILS Director 1999-2000, Co-Director 2005-06

Ross King
Associate Professor
Department of Asian Studies, Korean Program

CILS Director 2000-2001

Patricia Duff
Professor
Department of Language & Literacy Education

CILS Director 2001-2005

For the 2005-06 academic year, CILS has been working with Co-Directors, Christine Rouget (French, Hispanic & Italian Studies) and Ken Reeder (Language & Literacy Education).

Similarly, it was the hope that members of the advisory committee would reflect in its composition the broad mandate of CILS as an inter-faculty resource, and this has certainly been the case over the years as the following list demonstrates:

Past Advisory Committee Members:

Indy Batth
(Faculty of Arts, UBC)

Mackie Chase
(Centre for Intercultural Communication, Continuing Studies)

Diane Dagenais
(Faculty of Education, Simon Fraser University)

Patricia Duff
(Department of Language & Literacy Education)

Duanduan Li
(Department of Asian Studies)

Stefka Marinova-Todd
(School of Audiology and Speech Sciences)

Judith Plessis
 (Languages, Travel and Cultures, Continuing Studies)

Kenneth Reeder
(Department of Language & Literacy Education)

Andrew Scales
(English Language Institute, Continuing Studies)

Patricia Shaw
(Department of Linguistics)

Ling Shi
(Department of Language & Literacy Education)

Norma Wieland
(Department of Central, Eastern, and Northern European Studies)

Sandra Zappa-Hollman
(Department of Language and Literacy Education)

The present Advisory Committee is similarly reflective of the broad range of interest in language teaching and learning that exists across the UBC Campus:

2005 - 06 Advisory Committee Members:

Andrew Scales (English Language Institute, Continuing Studies)

Duanduan Li (Department of Asian Studies, UBC)

Judith Plessis (Languages, Cultures & Travel, Continuing Studies)

Stefka Marinova-Todd (School of Audiology and Speech Sciences)

Steven Talmy (Department of Language and Literacy Education)

Enrique Manchon (Department of French, Hispanic and Italian Studies)

CILS Graduate Assistant:

Sandra Zappa-Hollman (Department of Language and Literacy Education)

2.3. Achievements

Over the past twelve years CILS has realized numerous accomplishments, serving as a 'common neutral' space for faculty and students across campus and beyond. Among the main achievements of CILS are the ongoing academic events that were organized by the advisory committee members, the creation of the CILS website, and the development of projects supported by a number of research and development grants.

2.3.1. Events

CILS is perhaps mostly known at UBC and across the BC Lower Mainland and beyond thanks to the many events that were organized over the past years. These events, which included workshops, teaching demonstrations, formal talks, whole day conferences and symposia, have served as a bridge between theory and practice in the language education community. These events examined such topics as the use of new media/technology in language teaching and teacher education, the teaching and learning of non traditional or heritage language students, innovative approaches to oral language development, and language learning in/for the community, the global workplace, the virtual classroom, language curriculum reform, and promising teaching practices.

Audiences of up to 200 people have been attracted to these events over the years. Renowned plenary speakers and panelists were invited to these different events. Table 1 summarizes the major public events organized by CILS over the last five years.

Table 1: Major public events between 2001-2006

Type of event	Title/topic	Invited presenters	Dates and Venue
Symposium: Guest speaker & 18 teaching demonstrations	**"Innovation in our Midst: Emerging Pedagogies for Language Teaching and Learning."**	**Dr. Roy Lyster,** McGill University 18 Language instructors from diverse languages and teaching contexts	May 19, 2006 Ponderosa Centre
Symposium: 5 research presentations, discussion groups with plenary speakers	**"University Language Curriculum Reform for the 21st Century: Challenges and Solutions"**	**Dr. Heidi Byrnes** (Georgetown University) **Dr. Diane Musumeci** (University of Illinois, Urbana-Champaign) **Dr. Brian Gill** (University of Calgary) **Dr. Diane Belcher** (Georgia State University) **Dr. Hongyin Tao** (UCLA)	May 6, 2005, Ponderosa Centre
Symposium: Plenary talk and research panel with discussants	**"International Symposium on Language, Diversity, and Education"**	**Dr. Deborah Cameron**, Oxford University **Dr. Bonny Norton**, UBC **Dr. Audrey Grant**, La Trobe University **Dr. Margaret Early**, UBC **Dr. Diane Dagenais**, Simon Fraser University **Dr. Constant Leung**, King's College London **Dr. Nancy Hornberger**, University of Pennsylvania **Dr. Scott McGinnis**, Defense Language Institute-Washington, DC **Dr. Duanduan Li**, UBC **Dr. Patricia Shaw**, UBC **Dr. Patsy Duff**, UBC	May, 2004 International House

Research presentation	**"Language and Identity Online: A Crosscultural View"**	**Dr. Mark Warschauer** University of California, Irvine	February 6, 2004 International House
Research presentation	**"Why Some Learners are Better than Others: The Role of Aptitude in Classroom Language Learning"**	**Dr. Leila Ranta** University of Alberta Discussant: **Dr. Stefka Marinova-Todd**, UBC	December 5, 2003 LERC
Guest Lecture	**"Language and Culture Revisited"**	**Dr. Claire Kramsch** University of California, Berkeley	October 17, 2003 LERC
Research Presentation	**"Enhancing the Comprehensibility of Accented Speech: How can Pronunciation Instruction Help?"**	**Dr. Tracey Derwing** University of Alberta	May 15, 2003 Social Work building, room 222
Research Presentation	**"Critical Approaches to Culture in Second Language Teaching"**	**Dr. Ryuko Kubota** The University of North Carolina at Chapel Hill	February 28, 2003 LERC
Symposium	**"Language, Culture, and Identity: Multiple Research Perspectives"**	**Dr. Bonny Norton** (UBC) **Dr. Diane Dagenais** (SFU) **Dr. Patricia Shaw** (UBC) **Dr. Kelleen Toohey** (SFU)	January 31, 2003 LERC
Research Presentation	**"Heritage Language Issues in Japan: Current Perspectives on Minority Language Maintenance and Revival"**	**Dr. Sandra Fotos** Senshu University, Japan	December, 2002 LERC
Research Presentation	**"Intercultural Challenges in Networked Learning: Hard Technologies Meet Soft Skills"**	**Dr. Mackie Chase,** UBC **Dr. Leah Macfadyen,** UBC **Dr. Ken Reeder,** UBC Moderator: **Dr. Patsy Duff**, UBC	June, 2002 LERC
Discussion forum with invited panelists	**Intercultural Perspectives on Classroom Participation: Issues and Possibilities for Second Language Learners**	**Naoko Morita,** UBC **Andrew Scales,** UBC **Maki Ode,** UBC **Norma Wieland,** UBC **Dr. Stephen Carey,** UBC Moderator: **Dr. Patsy Duff**, UBC	March, 2002 LERC
Workshop (demonstrations)	**"Using New Media in Language Teaching and Learning at UBC"**	**Jacques Bodolec, Andrew Scales & David Lee Jackson, Anne Simpson, Keiko Koizumi, Soowook Kim** Moderator: **Patsy Duff** UBC programs in French, ELI, MLED, Japanese & Korean	January, 2002 LERC
Luncheon	**CILS Research & Outreach Planning Luncheon**	**CILS Advisory Committee**	December, 2001

2.3.2. CILS Website

The CILS website was launched on December 2, 2002. The organization and content of the site were contributed by Patsy Duff (then CILS Director), and it was designed and has been maintained since then by Sandra Zappa-Hollman (a doctoral student in LLED). Since it was launched, the website has had over 9000 hits, showing that it has become a main source of information about CILS events for the extended CILS community.

The website (currently url: http://www.lerc.educ.ubc.ca/fac/duff/cils/index.htm) contains a menu with eight sections. The main page informs the community of the mandate of CILS and of its current structure, while the 'people' section provides a record of current and past CILS advisory committee members and assistants. Information about past and future events, as well as an archive

of the events organized since 2002, are included in the 'events' section. In the 'events photos' section, photographs taken during each of the events since 2002 serve as a graphic reminder of the presenters, organizers, and audience that have been involved in past CILS events and activities. And a 'gallery' section features pictures and information of CILS' representation in events organized by the wider community.

2.3.3. Research

Emerging directly from discussions convened at the December 2001 Research and Outreach planning luncheon, two projects emerged under the direct sponsorship of CILS. While CILS leaders and advisory committee members all run significant research and development programs with a great deal of funded scholarly activity, the following two are interesting both in terms of their scope and the fact that they were expressly undertaken with the sponsorship and material support of CILS. As CILS moves forward in its mission and mandate, it could well be that these two projects, one very applied in nature, and the other more basic in nature, could serve as models for how CILS can animate and coordinate R&D activity in language teaching and learning.

2.3.3.1. *"Teaching Non-traditional Language Learners"* [1]

An application for a Teaching-Learning Enhancement Fund Grant (2002-03 renewed successfully in 2003-04 and 2004-05, for a total amount of approximately $75,000) was made by Patsy Duff, who was awarded the grant in order to help support projects under the full title "Teaching Non-traditional Language Learners: Issues and Possibilities". This project examined language programs at UBC with large numbers of "non-traditional" language learners (NTLLs) whose backgrounds, needs and interests are different from those of traditional language learners (e.g., students of Chinese or Korean descent learning Mandarin or Korean, respectively) or students from ESL backgrounds (e.g., Cantonese) learning a third language (e.g., Japanese, with a writing system similar to Chinese). Graduate students in Education (Modern Language Education) and Arts (Asian Studies), together with CILS members, undertook this TLEF project, with additional input from undergraduate students in Asian Studies and experts outside UBC. Some of the outcomes of this project include: (a) several colloquia we organized at prestigious annual conferences such as AAAL, AILA, ACTFL; (b) the development of an annotated bibliography (available on-line at the CILS website), and (c) a compilation of relevant website links (also available on-line at the CILS website).

The TLEF grant also sponsored Asian Studies in the following ways:
1. Providing funding and CILS representation at Chinese New Year Celebration parties
2. Providing funding for the creation of a Chinese heritage language teaching resource webpage: audio-visual learning resources for heritage language students. Website: http://www2.asia.ubc.ca/faculty/li/department/resource.htm
3. Providing funding for hosting a roundtable discussion and luncheon with Dr. Scott McGinnis from Washington, DC about new directions in Chinese HL teaching and research. About 20 instructors & professors from UBC, SFU, UVic, Kwantlen etc attended and then also attended the larger symposium the next day. See photos: http://www2.asia.ubc.ca/faculty/li/UBC_roundtable/gallery.htm

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[1] More details about the TLEF grant can be found in the CILS website.

The TLEF grants on the same theme were obtained over three consecutive years and, in addition to research and development activities within Asian Studies (e.g., Japanese, Chinese and Korean programs) funded research and curriculum development related to First Nations languages (Patricia Shaw, Linguistics) and European languages as well (Adelheid O'Brien and Ulrike Tallowitz, Germanic Studies/CENES). Numerous publications arose from these projects which have not been enumerated in this brief report.

2.3.3.2. *"Communicating Across Cultures in Cyberspace"*

This study was initiated by founding CILS Director Joerg Roche, Ken Reeder (LLED) and Mackie Chase (Continuing Studies) and was supported initially by a large UBC-HSS research grant to Ken Reeder in 1999, followed by a Hampton Fund Grant to Reeder, Roche and Chase in 2001-2003 entitled "Global and Intercultural Communication: Hard Technologies Meet Soft Skills." This study investigated intercultural problems when communication was mediated by computer technology, in this case in an online Canadian course containing culturally diverse members including aboriginal and immigrant learners. The project resulted in four international conference presentations (Berlin, Paris, Karlstad and Jyvaskyla), a book, and several additional publications including:

Chase, M., Macfadyen, L., Reeder, K. & Roche, J. (2002). Intercultural challenges in networked learning: Hard technologies meet soft skills. *Proceedings of the Networked Learning Conference*. Berlin. CD-ROM.

Chase, M., Macfadyen, L., Reeder, K. & Roche, J. (2002). Intercultural challenges in networked learning: Hard technologies meet soft skills. *First Monday, 7 (8).* Available: http://firstmonday.org/issues/issue7_8/chase/

Macfadyen, L.P., Chase, M.M., Reeder, K. and Roche, J. (2003). Matches and Mismatches in Intercultural Learning: Designing and Moderating An Online Intercultural Course. *Proceedings of the UNESCO Conference on Intercultural Communication*. Paris, July 2002.

Macfadyen, L.P., Roche, J. & Doff, S. in collaboration with K. Reeder & M. Chase. (2004). *Communicating Across Cultures in Cyberspace*. Münster, Germany: Lit Verlag. ISBN: 3-8258-7613-6.

Reeder, K., Macfadyen, L.P., Chase, M.M. & Roche, J. (2004). Falling through the (cultural) gaps? Intercultural communication challenges in cyberspace. Proceedings of CATaC'04, Cultural Attitudes Toward Communication and Technology. Karlstad, Sweden.

Reeder, K., Macfadyen, L.P., Chase, M.M. & Roche, J. (2004). Negotiating cultures in cyberspace: Participation patterns and problematics. *Language Learning & Technology, 8*, 88-105.

In addition, Reeder and Roche have published several additional scholarly works on the topic of E/Valuating New Media for Language Learning which, though not funded by formal CILS-sponsored grants, serve as an indication of the ways in which CILS can provide a nexus for scholarly collaboration around themes of language teaching and learning.

This type of collaborative work involving a variety of key CILS members and leaders goes well beyond those projects mentioned here, and it occurred to the authors that CILS would be well served by a thorough inventory of scholarly work that emerged in whole or in part from CILS collaborations.

Section II: CILS Review

3.1. *Sources of information*

The information gathered for the present review of CILS leaders and stakeholders comes from two main source types: a) an on-line survey, and b) two focus groups interviews. While efforts were made to reach as many audiences and CILS 'customers' as possible, we are aware of the limited scope of the survey, and of the lack of representation from voices outside the UBC system in the focus group interviews. Hence, the feedback and suggestions received should not be generalized as being representative of the perceptions of the larger population that CILS has usually involved and served. Nevertheless, the information collected is still relevant and helpful to delineate the next few years of CILS.

Responses to the on-line survey are described both by means of descriptive statistics and qualitative summaries of the open ended items. A qualitative analysis of the two focus groups interviews was undertaken, highlighting salient recurrent themes. Triangulation was undertaken by means of a member-check of the focus interviews. In addition to these sources, inevitably the authors' views are represented at the interpretive level when it comes to reporting and foregrounding/privileging certain voices.

a) Online Survey

The survey was developed by a sub-committee and refined and piloted with members of the CILS 2006 Advisory Committee. An on-line version was designed and made available to the CILS larger community through an updated version of the CILS e-mail list, which included 169 e-mail addresses from people that previously attended CILS events or were in contact with CILS advisory committee members.

The survey was designed to gather the respondents' views about the following main areas: Section A: background information/identification of respondents; Section B: involvement with CILS; Section C: the mandate of CILS; Section D: the role and program of CILS; Section E: the structure of CILS, and Section F: the name of the centre.

A complete version of the survey as it appeared on-line can be found in *Appendix A*.

b) Focus Group Interviews

Two one-hour audio-taped focus group interview sessions were conducted: one with current and past CILS leaders (focus group A), and a second one with current UBC language program instructors and coordinators (focus group B). Potential participants for each focus group interview were identified in consultation with past and current CILS leaders, and individual invitations were sent to each of them. In addition to the current 2006 CILS leaders, five past leaders were invited, four of whom were able to participate in focus group interview A (see table below). For focus group interview B, invitations were sent to eighteen potential participants, ten of whom agreed to take part and nine of whom were finally present. See table 2 for detailed information about the focus group interview participants' affiliation. Both focus group interviews were 'animated' by

Ken Reeder, and Sandra Zappa-Hollman served as note-taker and recorder, and created the summaries of all data.

Table 2: Focus group interviews

Focus group A	Focus group B
Interview with current and past CILS leaders Date: April 19, 2006 - 4:30-5:30pm Location: Asian Studies, Room 604	**Interview with UBC language program instructors/coordinators** Date: April 25, 2006 - 4:30-5:30pm Location: PonE, boardroom
Facilitators: Ken Reeder (interview/discussion leader) Sandra Zappa-Hollman (recorder) **Participants: N= 10** Christine Rouget (FHIS) Andrew Scales (Cont Studies) Steven Talmy (LLED) Judith Plessis (Cont. Studies) Duanduan Li (ASIAN) Enrique Manchon (FHIS) Patsy Duff (LLED) Mackie Chase (CIC) Ross King (ASIAN) Norma Wieland (CENES)	**Facilitators:** Ken Reeder (interview/discussion leader) Sandra Zappa-Hollman (recorder) **Participants: N= 9** Lu, Mingzhu (ASIAN, Mandarin) Adelheid O'Brien (CENES, German) Masahiko Nakata (ASIAN, Japanese) Bozena Karwowska (CENES, Russian & Polish) Alexandra Henriques (FHIS, Portuguese) Maria Carbonetti (FHIS, Spanish) Sarah ter Keurs (ELI, coordinator) Barbara Shuman (ELI, student advisor) Barbara Siennicki (ELI, technology)

The aim of the interviews was to gather in-depth responses about the same topics covered in the on-line survey. The interview guide that was developed for these sessions can be found in *Appendix B.*

c) *Review process timeline*

The CILS committee started working on the review process in February 2006, and several steps followed (data collection via survey and focus group interviews, data analysis, writing up of report, circulation of report of initial feedback, final version of report and submission). Table 3 below includes a detailed timeline of the review process.

Table3: CILS Review process timeline

February – March 2006	April 10, 2006	April 19, 2006	April 25, 2006	May 5, 2006	May 18, 2006	June 1, 2006	June 9, 2006	June 16, 2006	June 30, 2006
Design of on-line survey and focus group questionnaire	Launching of on-line survey	Focus group interview w/current and past CILS leaders	Focus group interview w/ current UBC language program instructors and coordinators	Initial outline of report	End of on-line survey	Writing up of first draft of report	Circulation of first draft of report among participants of focus group interviews	Revision of first draft based on feedback gathered. Submission of drat to associate deans.	Final revisions and submission of report to Deans of Faculty of Arts and Faculty of Education
				On-going data analysis – Main themes identified		Writing, revision, and submission of report			

3.2. Findings

3.2.1. Appreciative enquiry (focus group interviews only)

Both focus group interviews started with an appreciative enquiry of CILS. Interviewees were thus asked to brainstorm in small groups about what they particularly valued about CILS. They were encouraged to agree on a few keywords or phrases that captured their appreciation for CILS.

Focus group A (with current and former CILS leaders) provided the following keywords (highlighted):

CILS is viewed as an **interdisciplinary** center, a unit that offers the community a **common ground** space for **community building** by means of **programmatic service.** CILS was identified as having great **potential**, as a **cross faculty** centre for establishing **networks** and serving as a **forum for exchange** of **theory/practice** issues connected with language teaching and learning, and as an optimal space for **research synergies** to flourish. Hosting events with guest **speakers,** both **internal and external**, was identified as a crucial way of capitalizing on the potential of CILS. The **involvement of grad students** in CILS was also highlighted as desirable and commendable.

Focus group B (UBC language program instructors/coordinators) offered the following keywords (highlighted):

CILS is viewed as a centre for **intercultural, interdisciplinary language study.** The role of CILS in the community as a space for **continuing professional education** is foregrounded. Through **speakers**, CILS brings **relevant** knowledge to the language teaching community, helping bridge the gaps between **theory/practice**. CILS has the potential for **TA training**, and to focus on **advanced technology** for language teaching and learning.

3.2.2. Response rate to the survey

The survey had a response rate of 40%, with 68 respondents out of 169 e-mail addresses the survey was sent to[2].

3.2.3. Identification (section A)

Section A (items 1 and 2) of the survey asked respondents to identify themselves. As can be seen in table 4, most respondents were current UBC faculty members, followed by graduate students, others (language teachers, former faculty members, staff members, etc. Refer to table 5 for the complete list), and unit administrators.

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[2] Note here that some of the e-mail addresses were e-mail lists, and thus the survey actually reached a wider audience. However, not all members of those e-mail lists would necessarily know about CILS or have any interest in it, as the lists contained both language and non-language faculty, student, and staff. Also, some of the names had come from the most recent public event only and some of those individuals had had no prior history or involvement with CILS.

Table 4: On-line survey respondents

	Response percent	Response total
Faculty members	48.5%	33
Graduate students	26.5%	18
Unit administrators	11.8%	8
Others:	22.1%	15
	Total respondents	68
	Skipped question	0

Table 5: "Others" who responded to the survey

Response total	Identification
5	language teachers
1	sessional faculty member
1	seconded
2	former faculty members
2	staff members
1	undergraduate students
1	BCIT faculty member
1	school district employee

In order to have access to a more detailed profile of the respondents, the survey also asked them to specify their institutional affiliation. As seen in table 6, the majority of respondents either work or study at the UBC Faculty of Education (39.7%; N = 27); the second largest group came from the UBC Faculty of Arts (20.6%; N = 14), followed closely by respondents from UBC Continuing Studies. Table 6 below includes detailed information about the respondents' affiliation, and table 7 shows those respondents that belong to the "Other" category. Obviously some respondents have affiliations with more than one organization (e.g. Arts and Education, or Education and Continuing Studies) and our survey did not capture that reality. One individual categorized the UBC English Language Institute under "other" when it belonged under "UBC Continuing Studies."

Table 6: Respondent's institutional affiliation

2. I work/study at…		Response Percent	Response Total
UBC Arts		20.6%	14
UBC Education		**39.7**%	**27**
UBC Cont. Studies		17.6%	12
Other UBC unit (please specify in box below)		4.4%	3
UBC Okanagan		1.5%	1
Another university		7.4%	5
A college		7.4%	5

The school system		4.4%	3
View Other (please specify)		13.2%	9
		Total Respondents	**68**
		(skipped this question)	**0**

Table 7: "Other" respondents

Response total	Identification
1	student at UBC,
1	Want to continue doctoral studies at UBC
1	l'Ecole de la fonction publique
1	Faculty of Graduate Studies
1	don't work
1	Centre for Teaching and Academic Growth
1	English Language Institute
1	Little Flower Academy
1	Teacher Education

3.2.4. Involvement (section B)

Section B (items 3 and 4) of the survey inquired about the respondents' involvement with CILS-sponsored activities over the past years, and about how often they used to attend events hosted by CILS. Table 8 shows that most respondents have been involved with CILS between 0-2 years (51.6%; N = 32), the second group included those who had 3-5 years of involvement (22.6%; N = 14), closely followed by those with 5-10 years of involvement (19.4%; N = 12). Only 6.5 percent had been involved with CILS for over 10 years, and the question was skipped by 6 respondents.

Table 8: Involvement with CILS
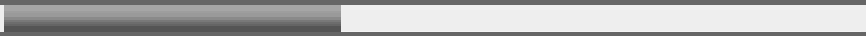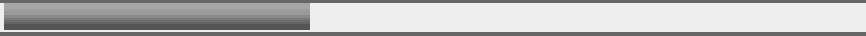
3. I have been involved in CILS activities for approximately:			
		Response Percent	**Response Total**
0-2 years		**51.6%**	**32**
3-5 years		22.6%	14
5-10 years		19.4%	12
longer		6.5%	4
		Total Respondents	**62**
		(skipped this question)	**6**

With regard to attendance, respondents mostly identified themselves with the 'seldom' option (31.1%; N = 19), yet if the number of respondents who either always attended or sometimes

attended are collapsed, the total amounts to 44.5%; N = 37, while 19.7%; N = 12 indicated they never attended any events.

Table 9: Attendance to CILS events

	4. Over the past years CILS has organized an average of 2-3 annual events. How often do you usually attend the workshops, presentations, committees, etc. sponsored by CILS?	Response Percent	Response Total
almost always		23%	14
sometimes		21.3%	13
seldom		**31.1%**	**19**
never		19.7%	12
⌐View⌐ Add comments:		16.4%	10
	Total Respondents		**61**
	(skipped this question)		7

While 7 respondents skipped this option, 10 wrote down some additional comments, which are included in table 10. Most of the comments provide additional information as to why the respondents were not able to attend the events. One of the respondents indicated that he/she 'always' attended events, an option that was not included in the menu of choices in the survey.

Table 10: Attendance at CILS events, additional comments

1. Did not know.
2. I've just recently learned about CILS in my professional life. I would be interested in attending virtually everything you offer. I'm a life long learner.
3. I have only heard of CILS a few weeks ago but I am interested in attending events in the future.
4. Have just learned about CILS through being a Faculty Advisor since Jan 2006.
5. I have been to one event since UBC Okanagan came into existence - obviously the travel / cost factor is an issue.
6. not in the area anymore
7. I attended regularly until 2002 when I left UBC
8. I have found these events to be excellent because they stimulate thinking about the challenges facing university language teachers, their departmental structures, their pedagogical choices - and they also provide a networking forum for otherwise isolated language instructors.
9. I have usually tried to attend all of the events put together by CILS in the past few years, most importantly, in my case, because of my interest in the speakers that had been invited. The few times I was not able to was because the presentations clashed with other responsibilities at the university.
10. always

3.2.5. Mandate (section C)

(a) Survey results:
Survey item 5 asked respondents about the appropriateness of the mandate statement, and an overwhelming majority (88.1%; N = 52) indicated that they felt the current mandate is appropriate. The results are included in table 11:

Table 11: CILS mandate

		Response Percent	Response Total
"The existing mandate of CILS is: "CILS is a cross-campus centre for research, outreach, and collaboration on issues broadly connected to language, culture, and education."			
5. Do you feel that this statement is accurate and appropriate for now and the next 5-10 years? (Note: you will have a chance to comment about this on the next page)			
Yes		**88.1%**	**52**
No		11.9%	7
	Total Respondents		**59**
	(skipped this question)		*9*

Item 6 asked respondents to rate three options that suggested different aspects that the mandate should stress. Table 12 includes the detailed options as well as the results of the survey.

Table 12: CILS mandate: rating of options

6. Please rate the options below:	Strongly agree	Agree	Somewhat agree/disagree	Disagree	Strongly disagree	Response Average
More emphasis should be made on practice of language teaching.	**37% (19)**	**37% (19)**	23% (12)	4% (2)	0% (0)	**1.94**
More emphasis should be made on the changing nature of the student population.	19% (10)	**54% (28)**	19% (10)	8% (4)	0% (0)	**2.15**
More emphasis should be made on supporting educators, students, and staff outside traditional language teaching units (such as engineering, forestry, etc.).	17% (9)	35% (18)	**40% (21)**	4% (2)	4% (2)	**2.42**
				Total Respondents		52
				(skipped this question)		*16*

Item 7 invited respondents to include any additional ideas for new directions CILS could pursue. There were 21 respondents who included suggestions (see table 13).

Table 13: CILS mandate: suggestions for new directions

7. Can you think of any new directions CILS may take? Please specify.		
	View **Total Respondents**	**21**
	(skipped this question)	*47*

Out of these detailed responses, three broad themes emerged: promoting excellence in second language teaching and learning (suggested by two respondents), conducting research of a high quality (suggested by seven respondents), and fulfilling a service mandate to apply the research (suggested by six respondents).

One participant told us:

> *It would be nice if it could make a real difference in the way language teaching is perceived and practiced within the university context. It probably should be a persuasive force trying to identify weaknesses and implement some real changes to the non-priority state of language teaching in the Faculty of Arts. I am specifically thinking about regrettable situations where most language teaching is being done by inexperienced TA's or relegated to sessional lecturers who have virtually no voice or status within departmental structures.* (Survey entry #1, item 7)

Others reported that:

> *I would really like to look at CILS as a centre/Institute which promotes the Scholarship of Language Instruction. For example, I would like to know who is using any kind of technology for language instruction and with what kind of results. I would also be very interested in initiating a journal club at CILS as well as research collaborations.* (Survey entry #9, item 7)

… while several respondents highlighted the key role CILS plays (or should play even more) as a centre that promotes research:

> *While I agree with the three areas mentioned above - and have seen them addressed to some extent over the years within CILS, I feel that it is very important to work on the original mandate of CILS to incorporate research into the mix. This is what should distinguish CILS from "mere" language units which could be hived off from the university, because (it is often argued) they are doing the same job as any other language institute. Combining the research into second language acquisition, language and cultural studies, CILS becomes a leading university centre for language.* (Survey entry #14, item 7)

> *In the beginning of CILS, there were many "teacher-/TA- training" workshops/sessions to enhance classroom language teaching. In addition, training those TAs and sometimes newly hired sessionals to be aware of what language teaching is all about. For instance, there are some sessionals that have been hired and still teaching without any background in language education, education (in general), applied linguistics, ESL or formal linguistics. There were hired just because they speak the languages taught here at UBC!* (Survey entry #17, item 7)

Some specific research topics were also suggested. For instance, a stronger emphasis on language instruction (viewed as language socialization) in mainstream content areas across disciplines:

I think it would also be interesting (although this is not a new direction) to put emphasis on the practice of language teaching/socialization IN regular content courses by regular content teachers, a reality which is of growing importance as a result of the changing nature of universities' student population, and a topic which is of interest for many instructors across campus I believe. (Survey entry #16, item 7)

The need to recruit faculty willing to dedicate their efforts to CILS was also brought forward:

It would be great to recruit more faculty to be integrally involved in CILS and maybe to obtain some kind of national research infrastructure funding to really create a research centre. (Survey entry #21, item 7)

If CILS could secure external sources of funding, this could generate the opportunity to turn CILS into a formalized research centre, with scholarship being generated and disseminated within the CILS structure.

In sum, in light of the responses gathered, an emerging mandate could be: conducting and applying language research. People are interested in CILS assisting with some of the structural difficulties of language teaching and learning on the UBC campus, and there seems to be an insatiable demand for a service unit that would develop up to date research-based, knowledge-based information about best practices in language teaching and learning. But there is an equal attention given to the research mandate, because people do not want just tips for teachers. It is clear that there is a need for a centre that can update university instructors about the latest developments taking place in the field. Also, clearly, the service expectations for CILS are quite high.

(b) <u>Focus group interview results:</u>

Similar themes emerged in the focus group interviews, which emphasized the priority CILS should place on professional practice.

However, a difference between focus interview group A and B is that the language instructors and coordinators (group B) were really interested in talking about their personal needs and interests, suggesting that CILS should continue to advocate and lobby for the status of language teaching, for the interest of language instructors (including career path issues). On the other hand, group A took more of a historical view, analyzing tensions within the mandate (see discussion section), and emphasizing the primary focus on research CILS should exercise.

3.2.6. Role (section D)

(a) <u>Survey results:</u>

Survey item 8 asked respondents for input on the role they envision for CILS, and on the kind of program of activities CILS should carry out. A total of 49 respondents completed this item, while 19 skipped it. As shown in table 14, respondents either strongly agreed or agreed with the following roles:

- CILS should promote 'best practices' in language teaching by running more workshops (or other types of training (74%)
- CILS should invite more guest speakers (71%)

- CILS should do more research and development (65%)
- CILS should engage in more policy directions (59%)

And there was an overwhelming response in favor of CILS as a facilitator for the exchange of information amongst the various teaching and learning units (94%).

Table 14: CILS role

CILS has carried out a variety of activities over the past years to fulfill its existing mandate.

8. In light of this statement, do you feel that CILS should:

	Strongly agree	Agree	Somewhat agree/disagree	Disagree	Strongly disagree	Response Average
Promote "best practices" in language teaching by running more workshops (or other types of training)?	**41% (20)**	33% (16)	20% (10)	6% (3)	0% (0)	**1.92**
Invite more guest speakers?	18% (9)	**53% (26)**	24% (12)	4% (2)	0% (0)	**2.14**
Do more research and development?	14% (7)	**51% (25)**	24% (12)	10% (5)	0% (0)	**2.31**
Engage more in policy directions?	20% (10)	**39% (19)**	29% (14)	10% (5)	2% (1)	**2.35**
Facilitate the exchange of information amongst various teaching and learning language units?	**53% (26)**	41% (20)	6% (3)	0% (0)	0% (0)	**1.53**
					Total Respondents	**49**
					(skipped this question)	**19**

Survey respondents were asked in item 9 to comment on any other ideas about the role CILS should play. A total of 13 responses were collected in this item (see table 15).

Table 15: CILS role: additional comments

9. Other ideas? Please comment:

View **Total Respondents**	**13**
(skipped this question)	**55**

Among the comments was the mentioning of CILS as potentially contributing to fulfilling the internationalization mandate of UBC (TREK 2010). Another respondent indicated that CILS could do more in terms of reaching out to schools and the different school districts in the area, while a third comment suggested that CILS could collaborate with all language units in the development of general common language benchmarks.

While there seems to be an evident appreciation from the community of CILS as facilitator of professional events, one respondent warned us that all the work cannot fall on the shoulders of just one individual, and additional support is needed for CILS to continue to grow:

> *All of these ideas are useful but CILS can only do as much as people are willing to help support us. Also it is not very feasible to do all of these things fully at the same time, especially if most of the work falls on just 1-2 people. I do feel that the guest speakers have really helped sustain and build the CILS community and have created a kind of buzz that the sharing of local best-practice alone cannot do as well. The latter, of course, is useful but we tend to get the same cast of characters volunteering.* (Survey entry #12, item 8)

And the scope and role of CILS as going beyond a 'mere' facilitator of presentations was also stressed:

> *Exchange of information is insufficient if it means only that people share a room/presentation. UBC's commitment to CILS' role as a catalyst for collaboration (i.e. commitment of the time and research resources to allow for cross-department/faculty collaboration) is not known to me. However, if a center is to provide real value for the communities it seeks to serve, it needs to be more than a facilitator of presentations.* (Survey entry #13, item 8)

(b) <u>Focus group interview results:</u>
Both focus group interviews agreed that in the coming five years, CILS should continue to promote 'best' teaching/learning practices by means of organizing workshops and inviting guest speakers. In addition, once again the role of CILS as a centre promoting research was highlighted. Instructors and coordinators in group B showed great enthusiasm in envisioning CILS as a unit through which they could have access to funding for research, which in the current university structure they do not find a place for (i.e., because of lack of time and resources). On the other hand, while members of Group A recognized the potential research path CILS could follow, they highlighted some of the difficulties in implementing this: sharing and collaborating on research was perceived as hard to fulfill within the current structure of CILS, as grants are applied for by individuals and not centers. Group B members agreed that it would be commendable to seek guidance from similar units on how to deal with this situation.

Finally, the potential engagement of CILS in local and public policy direction was considered by both groups. While Group A thought that CILS could (and should) mainly engage in UBC policy direction, group B suggested CILS could do both. However, neither group gave this role a priority status.

3.2.7. Structure (section E)

(a) <u>Survey results:</u>
Item 10 asked respondents to reflect on the current CILS structure (i.e., the sponsorship as well as the membership), and rate their choices of possible models that could be tried out. Table 16 includes the detailed information about this item.

Table 16: CILS structure

Currently CILS is organized as an interfaculty unit, jointly funded by Arts, Education, with support from Continuing Studies. It is led by one Director or two Co-Directors with a representative Advisory Committee. The Directors report to their designated Associate Deans. Membership in CILS has never been formalized, and remains open to all interested individuals within and beyond UBC.

10. In light of this statement, do you feel that:

	Strongly agree	Agree	Somewhat agree/disagree	Disagree	Strongly disagree	Response Average
The current sponsorship is appropriate.	18% (9)	**39% (19)**	35% (17)	6% (3)	2% (1)	**2.35**
CILS should have one director, alternating from Education and Arts.	10% (5)	**35% (17)**	29% (14)	20% (10)	6% (3)	**2.78**
CILS should have co-directors, one from Education the other from Arts.	18% (9)	29% (14)	**33% (16)**	14% (7)	6% (3)	**2.61**
Membership of CILS should be more formalized and better defined.	8% (4)	29% (14)	**33% (16)**	27% (13)	4% (2)	**2.90**
					Total Respondents	**49**
					(skipped this question)	19

As shown on the table above, there seems to be a general consensus about the appropriateness of the current CILS sponsorship, with 57% of the respondents either agreeing or strongly agreeing that the sponsorship model is appropriate, and 35% somewhat in the middle. When asked whether CILS should have one director or else co-directors, the responses were very similar if the first two rating options (strongly agree and agree) are collapsed: 45% agreed and 29% somewhat agreed/disagreed with the first option (total percentage = 74%), whereas 47% strongly agreed or agreed with the second option, and 33% somewhat agreed/disagreed (total percentage = 80%). The findings that emerged from the focus group interviews complement this information with valuable insights (see corresponding section below).

With regard to the membership, the ratings were quite mixed, and thus no clear direction can be derived from this finding.

(b) Focus group interview results:
Both groups agreed that the current sponsorship of CILS is appropriate (i.e., by the Faculties of Arts and Education, with in kind support from Continuing studies), but they also indicated that additional involvement and support should be sought from other departments. Group B suggested considering units like the Sauder School of Business as potential sponsors. This could be achieved if CILS offered some kind of reward (in the form of training perhaps) in exchange for the potential financial support.

In relation to the structure of CILS, Group A offered much input based on their previous experience as CILS leaders (some of them past directors or co-directors). There was an emphasis on CILS needing 'one champion', that is, one leader instead of two. Furthermore, this leader

should be a tenured faculty member with a vision for CILS, somebody with a solid teaching and research background, possessing enthusiasm and networking powers.

The need to share the workload was also emphasized, as well as the urgency for the possibility of course buyout in order for the leader(s) to be able to successfully fulfill the CILS mandate by investing time and efforts without having to simultaneously juggle with the constant pressures and demands imposed by a heavy teaching load.

The leaders' group also stated that a multi-year commitment would be desirable, especially since the first year for a new leader can be quite overwhelming and the start rather slow (particularly if other members of the advisory committee have not been recruited or confirmed).

Group B showed preference for a model that included a director working in conjunction with an associate director (i.e., a director in-training). Once the mandate of the director elapses, the associate director steps up as director and a new associate director is chosen.

The length of the mandate was not agreed upon, and this seems to be an issue, since while a longer-term commitment would be desirable, under the current situation and conditions it is hard to attract a faculty member with the necessary vision and reputation to become involved in a leading role for more than two years, especially since the expectations as director of a university centre like CILS are quite high (e.g., planning several annual events, attending intra and inter faculty meetings, representing CILS at events CILS sponsors, applying for research grants and coordinating projects, among others), yet the rewards (in terms of prestige and course release) are not substantial.

3.2.8. Name (section F, survey only)

Survey item #11 asked respondents to comment on whether the name of the centre is appropriate or not. (See table 17).

Table 17: CILS name

11. The CILS title has served us fairly well over the past ten years or so, as an acronym for "Centre for Intercultural Language Studies." In view of changes you see in our field and your thoughts about our evolving mandate and role, can you think of any ideas about what should go into the title, if it is to be modified? Feel free to suggest either a complete name or else key words that you would like to include in it.		
	View **Total Respondents**	**17**
	(skipped this question)	51

Out of 68 survey respondents only 17 had something to say in this regard. While 8 agreed that the current name is appropriate, others suggested some key words that could be included (or that could replace part of the current name). Sample keywords include: *"pedagogy, practice, language, education"* (Survey entry #6, item 11); and *"multilingualism or plurilingualism"* (survey entry #12, item 11). Suggestions for new names were also made. One respondent offered *"Interfaculty Consortium for Language Studies"* (survey entry #9, item 11), while another stated: *"Could become Centre for Intercultural Communication if merged with Cont. Studies unit (if that were*

possible and desirable)" (survey entry #8, item 11). One of the respondents highlighted that the cultural component should be foregrounded, and thus wrote:

> *Centre for Intercultural Learning. It shouldn't be just about language [since the operative language is English,] but about understanding of cultures with a view to the dynamic development of Canadian/BC culture which more and more, is being composed of the best of other cultures.* (Survey entry #11, item 11).

There was also a comment about how many people do not know what CILS means, and that in order to avoid this 'obscurity', the complete name should be used at all times. In connection with this opinion a respondent who seems familiar with the history of CILS, indicated the following:

> *It is unfortunate that just as CILS was being officially voted on/approved by Senate that CIC changed its name to be much more like that of CILS (though CIC does represent well what CIC does). The similarity of the titles is a bit confusing to some, though. I think the title is less important than the structure and the kind of community that is developed and that plays a key role in helping CILS have a research identity and not only a service/outreach role-- since research was always meant to have been a primary focus of the Centre.* (Survey entry #17, item 11).

Finally, one of the respondents stated that: *"Once the role and mandate of CILS is clarified, there could be some change in the name."* (Survey entry #10, item 11), which is perhaps pointing toward the right direction on how to proceed: take one step at the time.

3.3. Discussion of findings and recommendations

3.3.1. Summary of main points and recommendations:

A. Mandate:

Summary of review data: There seems to be a general consensus about the current mandate being appropriate for the coming 5-10 year horizon. There is strong support for continuing with the current emphasis on the practice of language teaching and on the changing population in higher education, while there is also a strong demand for fulfilling the research aspect of the original mandate.

Recommendations:

1. The mandate "CILS is a cross-campus centre for research, outreach, and collaboration on issues broadly connected to language, culture, and education" is highly appropriate for the near future and should be retained and built upon. More emphasis should be placed upon the research component of the mandate in order for CILS to become a centre of excellence in research.

Some of the research topics suggested by some of the respondents could be pursued (e.g., research on language and content in mainstream classes, taking account of the international population across campus). Certainly there is space for collaboration across units and centres, yet of key importance is to define a framework for grant applications and for any research generated within this framework.

2. CILS Advisory Committee and leadership should address, in consultation with the relevant parties and support services, ways of facilitating and encouraging grant fundraising in ways that benefit members and the larger academic community served by CILS. Programs such as SSHRC's Knowledge in Society funding should be considered in support of cross-faculty team research.
3. CILS should investigate opportunities for postdoctoral research sponsorship in collaboration with the Associate Deans for Research and Graduate Study in the Faculties of Arts and Education including the Network of Centres of Centres & Institutes in Education (NCIE).
4. CILS should study the feasibility of sponsoring partial "Research Associateship" positions to faculty members interested in contributing to a research agenda for the Centre.

There was some evidence that CILS generates more research activity than it appears to, particularly in the form of the informal collaborations fostered by the Centre.

5. CILS should, as a matter of routine annual reporting, keep an inventory of the research publications and presentations by those closely affiliated with, and directly sponsored by, CILS.

B. Role:

Summary of review data: Over the years, CILS has established itself as a facilitator of academic events of high quality, and there is overwhelming support for CILS to continue with this type of program of activities throughout the entire community. Having said this, there is also a call for CILS to fulfill a more central role in relation to research, since (as some of the survey respondents and focus group interview participants indicated) a research component is what would distinguish CILS from any other campus-based unit with a focus on language teaching and learning. CILS has the potential to become a leading research center. Members noted their great appreciation that teaching-oriented events were **simultaneously research-driven and practical**.

Recommendations:

6. CILS should continue to fulfill the role of facilitator of events of the kind it has hosted over the past years, since there is an overwhelming support for this type of program of activities for CILS throughout the entire community.
7. CILS should consider forging partnerships with bodies such as the Teaching and Academic Growth (TAG) unit and the Office of Learning Technologies (OLT) for joint sponsorship of events whose focus is on best practices in language instruction, while

maintaining its current strong underpinning of theory and research to motivate the design as well as the content of such events.

C. Sponsorship:

Summary of the review data: There is consensus about the current CILS sponsorship although it was noted that resources and involvement from other academic units is also desirable.

Recommendation:

8. Maintain the current sponsorship from the faculties of Arts and Education and in kind support from Continuing Studies, and generate ways of attracting the support and help from other units that could benefit from the work CILS does.
9. While there are insufficient numbers to warrant direct sponsorship from UBC-Okanagan, CILS ought to plan for continued involvement of its new members from that campus. Technology links could be used creatively to facilitate that engagement.

D. Structure:

Summary of the review data: Several models were contemplated: (a) a single director, (b) co-directors, or (c) a director and an associate director. In all cases, the directors would be alternating between the Faculty of Arts and the Faculty of Education. Although no specific length for the directorship period was agreed upon, there is consensus for it to be a multi-year commitment. Preferably, the director role should be fulfilled by a tenured faculty member with a vision for the centre and with active participation in the community, as this has already proven to be highly beneficial for the visibility and promotion of the centre. Perhaps a more junior faculty member could serve as associate director, learning the ropes of the job while fulfilling a secondary (albeit very important) function. Some course buyout should be a possibility for the CILS director to take on a more visible and active role, especially if a research path is more consistently pursued. A diverse advisory committee made up of members representing units across campus is desirable, and graduate student involvement has proven beneficial.

Recommendations:

10. Recruit one director and one associate director (one from each sponsoring faculty), each with a fixed 2-year term, with the expectation that an associate director would be considered by the Associate Deans for the appointment to Director following her or his term.
11. To ensure orderly succession of leadership and adequate planning for the upcoming academic years, Directors and Associate Directors should be appointed prior to the expiry of the previous incumbents' terms. Terms of office should begin no later than July 1 annually.
12. One course release (3 credits) should be made available to the Director for each year of her or his term, and paid equally from the existing CILS budget contributions annually.

13. The Director or Associate Director from the Faculty of Education should continue to sit on the Executive Committee of the Network of Centres and Institutes in Education (NCIE) and avail themselves of the recently-increased administrative support available to constituent members of NCIE. The Faculty of Arts may wish to consider providing equivalent administrative support to its member.

E. Name

Summary of survey data: There were many responses in favor of the current name, and some suggestions were also made (e.g., keywords, phrases, avoiding use of CILS abbreviation, stressing the learning or the cultural component) to slightly modify the name of the centre. However, because of the small response rate to this item, the current review does not provide sufficient data to reach a strong conclusion about this topic. There was some debate that the term "intercultural" in the name set expectations that were beyond our capacity to deliver theory-driven research and practice in that aspect of language teaching and learning, but even that claim was contested by others.

Recommendation:

14. Leave the Centre's name as is for the present time, and test interest in conducting a future survey with a special focus on the name. Such a redesignation would need to be fashioned in the light of the Centre's evolving mission and mandate, particularly in the light of an enhanced research presence.

Section III: Conclusion

The review process made it clear that CILS is a deeply appreciated and greatly needed element of the teaching and learning fabric of UBC. While there is a continuing, and it seems sometimes-insatiable need on the part of many language instructors, particularly in the Faculty of Arts, for the continuing professional education service that a Centre like CILS could conceivably supply, this was not the central message we derived from the review. Indeed, we were counselled not to duplicate professional development services that could be better delivered by units like TAG or by departments themselves. Rather, it was the integration of theory and research into problems of teaching practice that will continue to distinguish the lasting contribution of CILS.

To that end, we were reminded that CILS needs to retain and emphasize the research and scholarly elements in its current mandate in order to carry out its work. While continued resources will be needed to do so, the reviewers are persuaded that with some slight adjustments of emphasis in mission and mandate toward the research foundations, and some structural improvements involving partnering, leadership models and timely appointment and succession practices, CILS will continue to be a valuable resource to the teaching and learning community in and beyond UBC.

A modest but clear sense of vision can be grasped by the membership and leadership of the Centre for Intercultural Language Studies that would expand its role and deepen its contribution:

> *CILS will strive to ensure that the promotion of language teaching and learning at the university is powerfully informed by the creation and application of knowledge.*

That, it seems to us, is the best way to ensure a lasting and unique contribution in the near as well as longer term future for a Centre such as ours. CILS is capable of contesting theory/practice or research/applications dichotomies and continuing to demonstrate in concrete terms that excellence in practice must be supported by the best of theory and research.

Summary of Recommendations

1. The mandate *"CILS is a cross-campus centre for research, outreach, and collaboration on issues broadly connected to language, culture, and education"* is highly appropriate for the near future and should be retained and built upon. More emphasis should be placed upon the research component of the mandate in order for CILS to become a centre of excellence in research.

2. CILS Advisory Committee and leadership should address, in consultation with the relevant parties and support services, ways of facilitating and encouraging grant fundraising in ways that benefit members and the larger academic community served by CILS. Programs such as SSHRC's Knowledge in Society funding should be considered in support of cross-faculty team research.

3. CILS should investigate opportunities for postdoctoral research sponsorship in collaboration with the Associate Deans for Research and Graduate Study in the Faculties of Arts and Education including the Network of Centres of Centres & Institutes in Education (NCIE).

4. CILS should study the feasibility of sponsoring partial "Research Associateship" positions to faculty members interested in contributing to a research agenda for the Centre.

5. CILS should, as a matter of routine annual reporting, keep an inventory of the research publications and presentations by those closely affiliated with, and directly sponsored by, CILS.

6. CILS should continue to fulfill the role of facilitator of events of the kind it has hosted over the past years, since there is an overwhelming support for this type of program of activities for CILS throughout the entire community.

7. CILS should consider forging partnerships with bodies such as the Teaching and Academic Growth (TAG) unit and the Office of Learning Technologies (OLT) for joint sponsorship of events whose focus is on best practices in language instruction, while maintaining its current strong underpinning of theory and research to motivate the design as well as the content of such events.

8. CILS should maintain the current sponsorship from the faculties of Arts and Education and in kind support from Continuing Studies, and generate ways of attracting the support and help from other units that could benefit from the work CILS does.

9. While there are insufficient numbers of colleagues involved as yet to warrant direct sponsorship from UBC-Okanagan, CILS ought to plan for continued involvement of its new members from that campus. Technology links could be used creatively to facilitate that engagement.

10. Recruit one director and one associate director (one from each sponsoring faculty), each with a fixed 2-year term, with the expectation that an associate director would be considered by the Associate Deans for the appointment to Director following her or his term.

11. To ensure orderly succession of leadership and adequate planning for the upcoming academic years, Directors and Associate Directors should be appointed prior to the expiry of the previous incumbents' terms. Terms of office should begin no later than July 1 annually.

12. One course release (3 credits) should be made available to the Director for each year of her or his term, and paid equally from the existing CILS budget contributions annually.

13. The Director or Associate Director from the Faculty of Education should continue to sit on the Executive Committee of the Network of Centres and Institutes in Education (NCIE) and avail themselves of the recently-increased administrative support available to constituent members of NCIE. The Faculty of Arts may wish to consider providing equivalent administrative support to its member.

14. Leave the Centre's name as is for the present time, and test interest in conducting a future survey with a special focus on the name. Such a redesignation would need to be fashioned in the light of the Centre's evolving mission and mandate, particularly in the light of an enhanced research presence.

A vision for CILS for the years 2006 – 2010:

CILS will strive to ensure that the promotion of language teaching and learning at the university is powerfully informed by the creation and application of knowledge.

Appendix A: On-line survey

In light of ongoing changes in post-secondary education, the Deans of the Faculty of Education and the Faculty of Arts have encouraged the current CILS Advisory Committee to conduct a 'ReVisioning' process that reviews the mandate, role and structure of CILS. We greatly appreciate your time and commitment to CILS by responding to this questionnaire. We will consider your responses thoughtfully as part of the long term planning for the future of CILS.

It will take about ten minutes and there is a fantastic draw prize: a $100 UBC bookstore gift card!!! (Don't forget to include your e-mail address at the end to be included in the draw.)

Continue>>

A. Identification

Please choose from the options below as they apply to you:

* 1. I am a/an …

[ ] faculty member

[ ] grad student

[ ] unit administrator

[ ] Other (please specify)

[   ]

* 2. I work/study at/in ...

☐ UBC Arts

☐ UBC Education

☐ UBC Cont. Studies

☐ Other UBC unit (please specify in box below)

☐ UBC Okanagan

☐ Another university

☐ A college

☐ The school system

☐ Other (please specify)

B. Your involvement with CILS

Please choose from the options below as they apply to you:
*

3. I have been involved in CILS activities for approximately:

☐ 0-2 years

☐ 3-5 years

☐ 5-10 years

☐ longer

* 4. Over the past years CILS has organized an average of 2-3 annual events. How often do you usually attend the workshops, presentations, committees, etc. sponsored by CILS?

☐ almost always

☐ sometimes

☐ seldom

☐ never

☐ Add comments:

[text box]

C. Mandate of CILS

The existing mandate of CILS is: "CILS is a cross-campus centre for research, outreach, and collaboration on issues broadly connected to language, culture, and education."
* 5. Do you feel that this statement is accurate and appropriate for now and the next 5-10 years? (Note: you will have a chance to comment about this on the next page)

Yes   No

☐   ☐

C. Mandate of CILS

* 6. Please rate the options below:

	Strongly agree	Agree	Somewhat agree/disagree	Disagree	Strongly disagree
More emphasis should be made on practice of language teaching.	◯	◯	◯	◯	◯
More emphasis should be made on the changing nature of the student population.	◯	◯	◯	◯	◯
More emphasis should be made on supporting educators, students, and staff outside traditional language teaching units (such as engineering, forestry, etc.).	◯	◯	◯	◯	◯

7. Can you think of any new directions CILS may take? Please specify.

D. Role and program of CILS

CILS has carried out a variety of activities over the past years to fulfill its existing mandate.

* 8. In light of this statement, do you feel that CILS should:

	Strongly agree	Agree	Somewhat agree/disagree	Disagree	Strongly disagree
Promote "best practices" in language teaching by running more workshops (or other types of training)?	○	○	○	○	○
Invite more guest speakers?	○	○	○	○	○
Do more research and development?	○	○	○	○	○
Engage more in policy directions?	○	○	○	○	○
Facilitate the exchange of information amongst various teaching and learning language units?	○	○	○	○	○

9. Other ideas? Please comment:

E. Structure of CILS

Currently CILS is organized as an interfaculty unit, jointly funded by Arts, Education, with support from Continuing Studies. It is led by one Director or two Co-Directors with a representative Advisory Committee. The Directors report to their designated Associate Deans. Membership in CILS has never been formalized, and remains open to all interested individuals within and beyond UBC.

* 10. In light of this statement, do you feel that:

	Strongly agree	Agree	Somewhat agree/disagree	Disagree	Strongly disagree
The current sponsorship is appropriate.	○	○	○	○	○
CILS should have one director, alternating from Education and Arts.	○	○	○	○	○
CILS should have co-directors, one from Education the other from Arts.	○	○	○	○	○
Membership of CILS should be more formalized and better defined.	○	○	○	○	○

F. Our name

11. The CILS title has served us fairly well over the past ten years or so, as an acronym for "Centre for Intercultural Language Studies." In view of changes you see in our field and your thoughts about our evolving mandate and role, can you think of any ideas about what should go into the title, if it is to be modified? Feel free to suggest either a complete name or else key words that you would like to include in it.

G. Thank you

Thank you for taking the time to complete this questionnaire. If you have questions about any of the above, or any other CILS matters, feel free to contact this year's Co-Director Ken Reeder (LLED), kenneth.reeder(at)ubc.ca.

12. If you wish to be entered for a random $100 UBC Bookstore gift card, please enter your e-mail address here. Thank you!

Appendix B: Focus Group Interview Guide

Time	Topic	Who	Memoranda
4:15	• Set up refreshments, • welcome participants as they arrive, ask them to make a name tag (Apr. 25 only), pick up refreshments and move to table in preparation for 4:30 start.	Sandra, Christine & Ken	• Catering delivered to PONE 100 by 4 p.m. both days. Ken to do order, set out in rooms with Sandra. • Apr 25 – Sandra to bring name tags and marker for participants. • Sandra to set up voice recorder at conference table and easel with newsprint, markers and masking tape at front.
4:30	• introductions (Apr. 25th only) • purpose of the session	Ken	
4:35 -	• Appreciative Inquiry: "What do we particularly value about CILS?" Small groups of 3-4 brainstorm 3 words or phrases only, very quickly	Ken	• Ken and Sandra can circulate at table to clarify the task as needed, offer assistance.
4:40	• Groups report back. • Record small group contributions on newsprint	Ken	• Sandra to monitor voice recorder to capture oral contributions while Ken summarizes at easel.
4:45	• Mandate of CILS for next 5 years. Small groups to discuss current mandate and decide: a) leave it as it stands or b) choose one change from the surveyed list (more professional practice focus; changing student population; wider language teaching community; units outside of traditional language teaching departments and units.)	Ken, Sandra	• Sandra to prepare one newsprint sheet showing current CILS mandate, and a second sheet showing possible options for extending/changing the mandate. • Ken and Sandra can circulate at table to clarify the task as needed, offer assistance.
4:55	• Groups report back, record responses	Ken, Sandra	• Ken to record on newsprint
5:00	• Program and Activities of CILS: In small groups, choose 3 of these options for CILS to emphasize in next 5 years: promotion of best practices; workshops; guest speakers; funded research & development projects; engagement in local and public language policy direction; other (specify).		• Sandra to prepare a newsprint sheet showing these five options with room to tally frequency of mention by groups.
5:10	• Groups report on their selections.	Sandra	• Record selections on prepared newsprint sheet
5:15	• Sponsorship and Admin structure of CILS. Full group votes by show of hands on each sub-item in turn:	Ken	
5:25	• Thank participants; invite them to contact Ken or Sandra with further thoughts; indicate dates for final report and opportunity to review draft versions.	Ken	
5:30	• Tidy up room, return equipment	K,S & C	

Equipment and material, supplies checklist:

☐ Catering order (Ken)

☐ Easel (Sandra, pls ask LERC if we can use the LLED easel and get paper supply from mailroom)

☐ Felt markers (Sandra)

☐ Nametags for Apr. 25 only (Sandra)

☐ Voice recorder, fresh batteries (spares?)

☐ Prepared newsprint sheets as noted above in Memo column (Sandra)

☐ Other: